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ABSTRACT

This report summarizes the Institute's program and presentations for occupational and career education teachers and counselors. In addition to lectures, films were shown and discussed and field trips were made to vocational-technical schools. Materials from one school's guidance department and from a community health vocational training program are included in the report. Participants' evaluations of the Institute indicated that the experience was felt to be educational and thought-provoking, with special value for personnel unfamiliar with the opportunities in vocational-technical education. (MF)

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TUFTS SUMMER GUIDANCE INSTITUTE

on

The Utilization of Occupational Information and Placement

ED. 242

at

TUFTS UNIVERSITY

JULY 17–28, 1972

An Evaluation of the Program

Presented Under Contract With the

MASSACHUSETTS DEPARTMENT OF EDUCATION

and

THE UNITED STATES OFFICE OF EDUCATION

EDUCATION PROFESSIONS DEVELOPMENT ACT

Part F, Section 553, P.L. 90-35

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VT 018803

OCTOBER 1972

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EDUCATION & WELFARE
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FINAL REPORT

OF

TUFTS UNIVERSITY SUMMER GUIDANCE INSTITUTE

JULY 17 - 28, 1972

under contract with the

MASSACHUSETTS DIVISION OF OCCUPATIONAL EDUCATION

DR. CHARLES H. BUZZELL, ASSOCIATE COMMISSIONER

A

P.L. 90-35, Part F, Section 553 Project

of the

EDUCATION PROFESSIONS DEVELOPMENT ACT

and

P.L. 90-576, Vocational Amendments of 1968

TUFTS UNIVERSITY

MEDFORD, MASSACHUSETTS 02155

TABLE OF CONTENTS

I.	INTRODUCTION	Page 1
II.	LIST OF PARTICIPANTS	Page 4
III.	SUMMARY OF PROGRAM	Page 8
IV.	FIRST EVALUATION BY PARTICIPANTS	Page 41
V.	FINAL EVALUATION BY PARTICIPANTS	Page 45
VI.	STAFF VIEWPOINTS	Page 49
VII.	APPENDIX	Page 53

I.

INTRODUCTION

The initial Education Professions Development Act, Part F, Section 553 (P.L. 90-35) was presented as a Summer Guidance Institute in the Utilization of Occupational Information and Placement at Tufts University in the summer of 1970. Because it was so enthusiastically received by the participants and the guidance organizations of the Commonwealth, not only for the course content, but because of the ideal small, private school environment with its many diversified extra-curricular activities and cultural opportunities. Tufts University was requested to present a similar institute concentrating on the new role of occupational and career education as well as opportunities for presenting programs for the disadvantaged and handicapped in urban and rural settings.

The principal objectives of the institute were to offer an axiological approach to occupational education and extend its epigenetic development into the entire educational process. To attain these objectives the following cognized or cognizable applications were applied:

The objectives of the Institute were to:

1. To increase in the participants' understanding of the ways and means of offering courses in skilled and semi-skilled occupations for the non-college bound, handicapped, and urban disadvantaged youth through P.L. 90-576, the Vocational Act of 1968. Attention was given to an examination of the social forces that influence the various segments of elementary, high, and post-high school education.

2. To accentuate the need for remedial and psychological services to enable these youths to concentrate on the learning experiences presented.

3. To gain a knowledge of the occupational structure of our society with its complexities and rapidly changing shape, form and content and an understanding of the role of the counselor in the occupational development of the student, whether pursuing a terminal or transfer curriculum.

4. To develop increased skill in the placement processes in school and industry.

5. To develop competence in the supervision of occupational education in state departments of education, local schools and community colleges.

6. Career education; what it is and how to do it.

The idea of the Institute was to present outstanding speakers in the field for five days and to travel to schools, special programs, industrial plants and present a Career Information film to show the participants exemplary models of how the lectures may be put into action by examining a paradigm of how it was being done.

That the approach was effective may be evidenced by the summaries of the participants included in this report. Almost to a person they commented that it was the most meaningful guidance institute that each had ever attended. That the objectives were attained may be ascertained by their final report of action in the field as a result of the Institute. These factors are most encouraging.

The follow-up by so many participants to staff members and lecturers, as well as to the schools, industry, and special projects visited, is indicative of the interest stimulated by the Institute. The staff is proud of the results.

As well as the excellent program, the diversity of extra-curricular activities furnished by the University served to enhance the experience of all participants. A continuation of this kind of program is essential to the development of education professions in all fields.

Tufts University is especially indebted to the authorities of the Education Professions Development Act (P.L. 90-35) part F, section 553, and the Division of Occupational Education for financial and educational assistance (P.L. 90-576), that it was able to serve as a vehicle in the development of more adequate counseling and placement for the disadvantaged and handicapped youth of Massachusetts as well as to acquaint academically oriented counselors with the many directions they may proceed in in presenting career and occupational education to these youth and adults.

PARTICIPANTS
1972 SUMMER VOCATIONAL GUIDANCE INSTITUTE
TUFTS UNIVERSITY

NAME AND ADDRESS	TEACHING OR COUNSELLING POSITION	NAME OF SCHOOL OR AGENCY
Alexander, Arthur 779 Huntington Avenue Boston, Massachusetts 02115	Black Studies African Studies Teacher	Dorchester High School
Andrews, Madeleine K. 89 Arlington Street Medford, Massachusetts 02155	Guidance Counselor	Martin Luther King,Jr. Middle School Dorchester
Arbuckle, Margaret M. 6 King Phillip Path Hingham, Massachusetts 02043	Counselor	Hingham High School
Bombard, Robert A. 380 School Street Boylston, Massachusetts 01505	Teacher of Wood and Metal	Kennedy Junior High Natick
Brown, Victor E. 128 Chandler Street Boston, Massachusetts 02116	Algebra I & II Teacher	Boston Technical High
Byard, Portia D. 11 Lincoln St. W. Medford, Massachusetts 02155	Guidance Counselor	Burke High School Dorchester
Callahan, William F. 56 Winn Street Woburn, Massachusetts 01801	Assistant to Director	Division of Occu- pational Ed. State Dept. of Education
Camorali, Alfred E. 28 Powder House Terrace Medford, Massachusetts 02155	Machine Process Technology Teacher	Wentworth Institute Boston
Coffin, Alfred C., Jr. 33 Cutler Street Winthrop, Massachusetts 02152	Guidance Counselor	Winthrop High School
Coughlin, William J. 55 Washington Avenue Natick, Massachusetts 01760	Offset Printing Teacher	Blue Hills Technical School Canton
Demers, George O. 822 High Street Bridgewater, Massachusetts 02324	Pupil Personnel	Bridgewater-Raynham Regional High School

NAME AND ADDRESS	TEACHING OR COUNSELLING POSITION	NAME OF SCHOOL OR AGENCY
Fiorello, James R. P.O. Box 143 (Pleasant St.) Barre, Massachusetts 01005	Principal	David Prouty High School Spencer
Foster, Celeste M. 62 Hutchings Street Roxbury, Massachusetts 02121	French and Reading Teacher	Mass.Experimental School System Roxbury
Goldstein, Meryl E. 37 Carlton Street Brookline, Mass. 02146	Counselor Intern Residence Hall	Newton High School Boston University
Gordon, Edwin B. 5 Spofford Road Allston, Mass. 02134	Special Education Teacher	Nashoba Valley Technical High School Westford
Grant, John E. East Road Adams, Massachusetts 01220	Counselor	Charles H. McCann School North Adams
Gulezian, Daniel S. 12 West Main St. Merrimac, Mass.	Director of Guidance K-12	Georgetown Public Schools
Hamilton, Lois D. 29 Curve Street Medfield, Mass. 02052	Guidance Counselor	Middleboro Junior High
Hughes, Thomas R. 6 Mitchell Road Sharon, Mass. 02067	Guidance and Counseling	Westwood High School
Jackson, John M. 54 Danforth Street Jamaica Plain, Mass. 02130	Teacher of Math	Boston High School
Jones, Carmella 62 North Street Newtonville, Mass. 02160	Special Education Teacher	McCormack School
Lussier, Robert P. 17 Buffum Street Worcester, Mass. 01603	Shop and Related Carpentry Teacher	Tantasqua Regional High School Sturbridge
Manfra, George J. 15 Tileston Road Winthrop, Mass. 02152	Guidance Counselor	Roslindale High School Boston
McDonagh, John P. 78 Seminole Street Mattapan, Mass. 02126	Asst. to Director	Div. of Occupational Education - State Dept. of Education

NAME AND ADDRESS	COUNSELLING POSITION	OR AGENCY
McNeely, James F. 353 Main Street Saugus, Mass. 01906	School Social Worker	Northeast Metropolitan Regional Vocational H.S. Wakefield, Mass.
McNeill, Ernest A. Plumtree Apartments, #6 Plumtree Road Sunderland, Mass.	Staff Assistant to President	Vocational Education Funding Springfield Technical Community College
Miller, Laola S. North Main Street Charlton, Mass. 01507	Guidance Director	Charlton High School
Murphy, Brenda A. Le Baron Road South Essex, Mass. 01981	English-Speech Teacher Business Communication	Northeast Metropolitan Regional Vocational H.S. Wakefield
Murphy, Catherine M. 97 Ashland Street Malden, Mass. 02148	Anatomy-Physiology Nursing - Teacher	Medford High School
Murphy, Frederick K. Jr. 30 Brook Hill Road Milton, Mass. 02187	Teacher - Chemistry Guidance Counselor	Roslindale High School Roslindale
Peace, Donald A. 768 Huntington Avenue Roxbury, Mass.	Special Education Teacher	Mary B. Curley Jamaica Plain
Perez, Carol A. 3 Westwood Road Lexington, Mass. 02173	Counselor Intern Candidate for M.Ed. Candidate for M.Ed.	Metro, State Hospital Waltham Northeastern University
Riordan, Mary M. 599 Pearl Street Brockton, Mass. 02401	Counselor	Southeastern Regional South Easton
Slayter, Margaret H. 40 Pleasant Street Arlington, Mass. 02174	Counselor	Algonquin Regional H.S. Northboro
Sloan, Peggy R. 361 Western Avenue Cambridge, Ma. 02139	Afro-American History Civics - Teacher	Solomon Lewenberg J.H.S. Mattapan
Stoler, Elaine C. 225 Walden Street Cambridge, Mass. 02139	Graduate Student	Tufts University

NAME AND ADDRESS	TEACHING OR COUNSELLING POSITION	NAME OF SCHOOL OR AGENCY
Vertullo, Shirley J. P. O. Box 325 Manomet, Mass. 02345	Guidance Counselor	Westwood High School
Zeller, George 1444 Commonwealth Ave. Boston, Mass. 02135	Graduate Student	Northeastern University

SUMMARY OF PROGRAM

The multi-faceted role of the occupational and career education specialist was the focus of Tufts Summer Guidance Institute on the Utilization of Occupational Information and Placement. Authorities in various fields were chosen to highlight the latest findings which may be used to enrich the curriculum of academic and vocational schools and the understanding of staff members.

After an explanation of the objectives of the Institute by Dr. Daniel W. Marshall, Professor of Education at Tufts University and Director of the Institute the four authors of the text for the Institute Career Education. What it is and how to do it, Kenneth B. Hoyt, University of Maryland, Rupert N. Evans, University of Illinois, Edward F. Mackin, Olympus Research Corporation and Garth L. Mangum, University of Utah, each of whom concentrated upon his specialties as outlined in the text, emphasizing that career education is a total concept which should permeate all education. They outlined how career education could become a part of the pupil's curriculum from the moment he entered school, its relation to other subjects, and its development through life. After showing their excellent motion picture on Career Education, each of the panelists entered into a lively discussion and question period. It was a most auspicious opening for a stimulating Institute. Each of the speakers is considered among the leading authorities in the field of career education today and the participants utilized their knowledge in every conceivable manner.

That afternoon, Dean Kelley presented a series of case studies based upon the text and the conferees were divided into four groups each with various case studies to report on followed by a general discussion by all participants.

Each day at the Tufts sessions, students and educators from all over the state appeared to hear some outstanding national figures. The career group, Kvaraceus, Tiedeman, Super, O'Hara, Howard, Hoppock and Osipow attracted ten to twenty extra attendants.

The creative possibilities of meaningful occupational information and the hazards of ineffectual use were cited by Robert Hoppock, Professor of Education at New York University. He discussed basic professional tools such as the Occupational Outlook Handbook, updating of occupational pamphlets, using community resource people to evaluate occupational information--including current job facts, salaries, etc. Emphasis was placed on the responsibility of each counselor to know what is available in his library--having read the material before referring students to it. Dr. Hoppock discouraged the one annual career conference and suggested a series of weekly group conferences to allow greater flexibility of choice of speakers. This plan also allows students to learn of several different occupational fields. A course in occupations at the 9th or 12th grade level should be taught by a counselor or teacher especially knowledgeable and interested in the subject. The use of follow-up studies is essential to effective vocational counseling. The counselor should know how many students whom he assisted found the objectives attainable.

The following was cited as a minimum program of occupational information services:

1. Annual Follow-up Study
2. Annual Survey of Entry Jobs
3. Plant Tours
4. Group Conferences
5. Tape Recordings of Group Conferences

6. Occupational Information Files
7. Elective Course in Occupations for Terminal Students
8. An Experienced Counselor as Supervisor of Occupational Information

Effective vocational counseling is especially vital now that our students are finding it necessary to change occupational plans while still in school. Some thought must be given to community needs for those training for local jobs. The students trust those counselors who are working in the field of occupational counseling and placement--careless regard for this phase is serious.

Dr. William C. Kvaraceus and Dr. Helen J. Kenney of Clark University showed several of their film series entitled, "The World of Work." These films, designed for the non-college bound student, may be used to generate discussion regarding work as self expression, a social experience, a means of making a personal contribution to society, and a source of status and prestige. The speakers emphasized the fact that not all productivity is verbal and that there are job clusters which rely on a set of varying competencies. By increasing knowledge, skill and/or training, job shifts may be possible. Many learning activities, special training or retooling may also be accomplished without having to return to the classroom. The films stressed important variables such as job interviews, formal and informal channels for obtaining jobs, practical everyday realities of work, employer expectations, financial benefits and the importance of inter-personal relationships. The films also emphasized the need to keep a job as well as to advance, being mindful of competition and systematic learning experience versus a

trial-and-error job pattern. The special problems of women in the world of work were discussed. The continuing education available for women and the ever-widening job opportunities for women today were presented.

Dr. Kvaraceus and Dr. Kenney were advisers to the McGraw-Hill Film Series World of Work:

"Jobs in the World of Work: A Good Place To Be"

"Jobs for Men: Where Am I Going?"

"Jobs for Continuing Education: Ernie Rodriguez Hates School"

"Jobs for Women: Where Are You Going, Virginia?"

"Jobs and Interviews: "Getting Started"

"Jobs and Their Environments: On the Job"

"Jobs and Advancement: On the Move"

The participants discussed the films from the counselor's viewpoint and heard reaction from a student about to enter the job market.

Dr. Wellington emphasized the use of a microfilm library based on the ERIC formula. He explained how, as a result of the previous institute, such a library was developed in cooperation with the librarian at the State Department of Education. Also he explained how to obtain research articles. Many participants visited his microfiche library.

William Thomas explained the methods and materials of working with the disadvantaged and handicapped; Mrs. Jean Marks outlined programs in Consumer Education and Health fields; Mrs. Elizabeth Francis of the Division of Employment Security certified the participants as GATB interpreters and explained NATB and its use for Spanish Speaking people. Paul Royte brought three graduates of Nashoba Valley Regional Vocational-Technical School and, with the participants, explored their choice of a

trade and how they feel about it today as they work in that trade. Four participants from the previous institute explained how they implemented the knowledge gained two years ago to strengthen their career and occupational programs. They were subjected to questions and methods utilized by nearly all participants.

TUFTS SUMMER GUIDANCE INSTITUTE

W.C. Kvaraceus
H.J. Kenney

The World of Work: Occupations and the Work Ethic

In order to understand and improve the role of the schools in preparing its graduates to take their place in the world of work, one must consider the meaning of work historically, the value and function of work today, and what changes in social systems and values will have on work in the future.

Historically:

Work as a curse: Homer's gods damning men to a life of toil.
Work as punishment in Hebrew and early Christian tradition.
Work as an instrument of purification, charity and expiation (later Christian ethic).
Economic gain tied to spiritual salvation.
Labor "to make a living and do useful work."
Work and love (Freud) or the "good life" - self fulfillment.
Division of labor and stewardship of riches as a base for a social stratification system.

Resulting trends: "dirty work" in a status and prestige system with tendency to polarize vocational training-general education with attendant negative attitudes toward vocational education.

Current functions of work - "job" includes

Income: regulating life activity, identification, association, and meaningful life experience.

Differing perceptions of these functions in accordance with socio-economic status.

Current issues and problems in Vocational Education

:imbalance between training programs and shifting job demands
:restricted programs for girls due to cultural stereotypes and girls' self-concept
:development of educational vocational guidance movement
:coping with the problems of "negative image" via: restructuring of planning and advisory boards; resolution of false dichotomy between vocational and general educa-

tion; emergence of professional and trade associations and union movement; status built on service and vital need for public welfare; "scarcity" resulting in growth in power, rewards, and status for the occupation; overlapping in work conditions of jobs in both low and high status positions with upgrading of "dirty-work."

:changing roles of unions and occupational and professional associations.

:development of client-centered administration systems to combat bureaucratic service and work systems that operate for the benefit of staff rather than for the client, worker, or student.

:flexibility and the reality of job prestige and status within reference group therapy.

:changing role of the family kinship system influencing work orientations and career selection.

:rise in jobs requiring more and more educational prerequisites gives rise to "credentialing" and the hiring of those with "higher-than-needed"educational attainments. Credentials can remain as "walls" not "doors" as S.M. Miller points out. Also, ability and performance can weigh less on the hiring scales than documents "proving" competency and proficiency.

:working man has difficulty filling up unstructured time with anything other than mere routine, more time-filling and killing processes, or passive responses induced by mechanical media. Morse and Weiss study indicates that: "The typical man does not at present have alternative ways of directing his energy and internal resources and does not at present have alternative ways of gaining a sense of relationship to his society which are sufficiently important to take the place of working."

Vocational education is caught between two worlds; it must help students prepare for work and also to participate in a society which will include more and more unstructured space. It can be a channel out of poverty--our current major concern--but it may only lead to a new and different world of poverty. We need to ponder Arendt's warning that the modern age which began with an outburst of promising activity, "may end in the deadliest, most sterile passivity history has ever known."

Selected Sources and Readings

Adriano Tilgher, "Work Through the Ages," in Man, Work, and Society, edited by Sigmund Nosow and William H. Form, New York: Basic Books, 1962.

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Robert Dubin, "Industrial Workers' Worlds: A Study of the 'Central Life Interests,'" Social Problems, Vol. 3, No. 3, (January, 1956), p. 139.

Jacob J. Kaufman, Carl J. Schaefer, Morgan V. Lewis, David W. Stevens, and Elaine W. House, The Role of the Secondary Schools in the Preparation of Youth for Employment, The Pennsylvania State University, University Park, Pa.: Institute for Research on Human Resources, 1967.

S.M. Miller, "Comment: The Credential Society," Trans-action, Vol. 5, No. 2, (Dec., 1967) p. 2.

Frank Riessman, "The New Careers Concept," American Child, Vol. 49, No. 1 (Winter, 1967), pp. 2-8.

Sebastian de Grazia, Of Time, Work, and Leisure, New York: The Twentieth Century Fund, 1962

Margaret Mead, "The Changing Cultural Patterns of Work and Leisure," one report in a series of Seminars on Manpower Policy Program, Washington, D.C.: U.S. Department of Labor, Manpower Administration, 1967.

World of Work Film: McGraw Hill

1. Jobs in the World of Work: A good place to be
2. Jobs for Men: Where am I going?
3. Jobs and Continuing Education: Ernie Rodriguez hates school
4. Jobs for Women: Where are you going Virginia?
5. Jobs and Interviews: Getting started
6. Jobs and Their Environments: On the job
7. Jobs and Advancement: On the move

Dr. Mary Howard presented her guide for the development, implementation, and administration of projects in vocational education and especially the role of women. She stressed the importance of equalizing the opportunities available to the job oriented student with those of the college bound student, both male and female.

The following recommendations designed to broaden and improve vocational education curriculum were offered:

1. The curriculum should facilitate mobility between academic and vocational education--dependent on student's needs, insights, motivation and readiness.
2. Strict separation of college and non-college should be discouraged with occupational and career experiences available to all.
3. Vocational education should be the responsibility of the total school with a developmental and sequential process from elementary through post-secondary and adult programs.
4. Emphasis should be not only on job skills, but also on elements of employability and career mobility.
5. Each student upon completion of a secondary school should have a saleable skill as well as basic educational preparation.
6. The elementary school student should be encouraged to develop attitudes, self-awareness and ability to made decisions.
7. Experiences to foster career development should be broad and varied sufficiently to recognize interests and abilities of all students and allow them to learn from each other.

8. Opportunities for women must be explored and utilized.

Dr. Howard stressed that a balance must be maintained between selecting certain talents to meet particular manpower needs and providing all individuals with the opportunity to grow and develop. Career information should be at the level and development of the consumer of this material. Social and psychological factors of a particular work setting should be considered as well as objective factors. Educational technology should be employed to simulate career development experiences from which the student may receive feedback on consequences of decisions made by computer based information retrieval systems.

For effective occupational guidance and counseling during last years of school and for special job placement, these recommendations were offered:

1. Schools should assume responsibility for pupils until they make a successful transition from school to work, regardless of the point at which they chose to leave school.
2. Job placement is as important as college placement.
3. Direct work experience may help the student achieve greater self understanding.
4. Profiles of major industries and businesses should be developed for terminal students in the same way college catalogues are now available to the college bound youth.
5. Summer programs should enhance the academic year efforts to best suit the needs of all the students.

Dr. Donald E. Super, Dr. Robert O'Hara, Dr. David Tiedeman, Dr. Samuel Osipow and the Project ABLE were all related to the recent development of computers and other technological advances which aid the vocational educator.

Dr. Super gave a summary explanation of his Education and Career Exploration System (ECES) and emphasized the attempt to personalize occupational information. He explained how the student's grades, measured learning ability and interests are fed into the machine and used in computer assisted guidance functions.

An important aspect of this system is that the student should have a counselor available to him to go over the information received from the machine. Super claims the computer is a tool to handle more information faster with accuracy. The computer programs must be constantly updated and carefully programmed. When this system is well used, it frees more counselor time for meaningful personal relationships with students. The cost of the terminal and computer time may be better understood in terms of the tremendous amount of information available to the student. Some participants had reservations about the effectiveness of this system with students of low ability and poor reading skills, although it appears that it is fairly successful in the school systems where pilot programs have been developed.

Dr. Robert O'Hara discussed the Information Systems for Vocational Decisions. He developed the concept that career decisions should be based on ever expanding knowledge--lacking this, student's freedom of choice is limited. The ISVD System is based on the idea that the computer can store and retrieve more current information, narrow choices, and relieve more counselor time for dealing personally with students. Dr. O'Hara illustrated these concepts by examples used during the research completed at Harvard University with Dr. David Tiedeman. It has been shown that the ISVD was generally too costly to install in most school systems.

Dr. O'Hara commented on the Division of Occupational Education program of Evaluation--Guidance and Curriculum Development at the McKay Experimental School of Fitchburg State College utilizing counselor trainees from Tufts University and a representative social worker from William Thomas' class on "Teaching Methods and Materials for the Disadvantaged." By intensive counseling of an experimental group, for the first time in the school's history seventeen boys and girls entered Montachusett Vocational-Technical School. Each of these children was categorized by the administration as potential drop-outs and disadvantaged students.

The visit to the Quincy Vocational Technical School presented the opportunity to investigate Project ABLE and meet members of the research staff of the American Institute for Research of Pittsburgh and of Section 4(c) the Vocational Act of 1963 Project of Vocational Education in Quincy. Mr. Maurice J. Daly, Assistant Superintendent of the Quincy Public Schools addressed the group and led a tour through the vocational part of the school which is joined by a bridge to the academic section. This access encourages the interchange of students and sharing of facilities.

Mr. Maurice J. Daly, Assistant Superintendent and Mr. Richard Haines, Director of Guidance, explained Project ABLE, a 5-year project in development and evaluation of an experimental curriculum in Vocational-Technical education. ABLE is a systems approach to occupational education in which each student is accepted at his current level of competence and allowed to learn and develop at his own pace until he has completed his task. The emphasis is on the performance of tasks by application, demonstration and action.

This new approach is characterized by its flexibility, participation by the student in selection of learning material and active involvement in process and evaluation of his education. There are no student failures, jobs are organized into clusters and skill families and the focus is on the job entry level skills. Students are permitted to skip instructional units by demonstrating an adequate level of knowledge and skill. Occupational readiness certification specifies skills of graduates of the Project ABLE.

Richard Haines, Director of Guidance at the Quincy Vocational-Technical School presented the following guidance orientation program:

VOCATIONAL-TECHNICAL SCHOOL

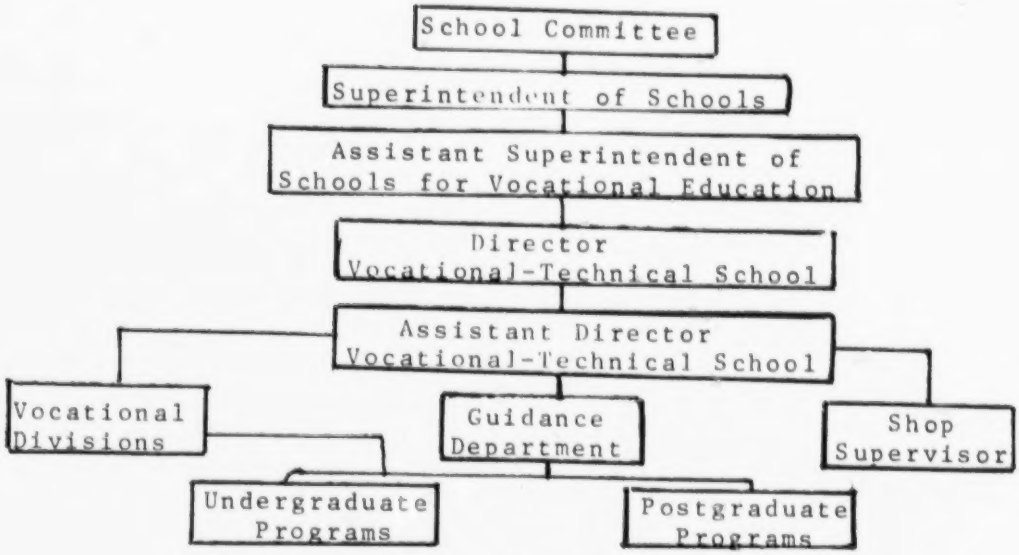
GUIDANCE DEPARTMENT ORIENTATION

Quincy, Massachusetts

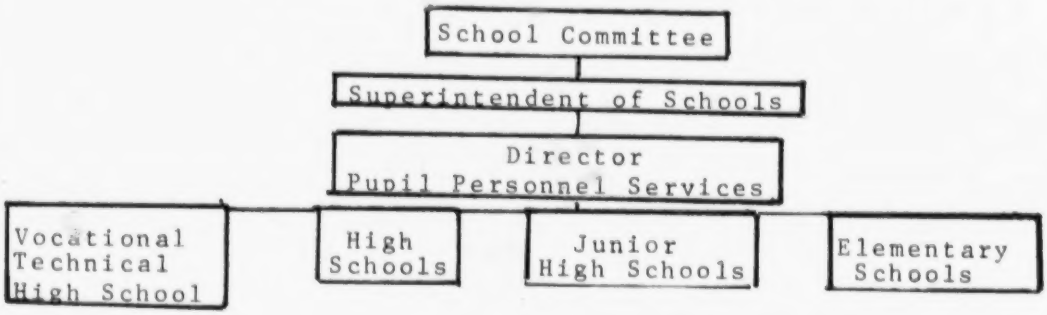
1972

Revised

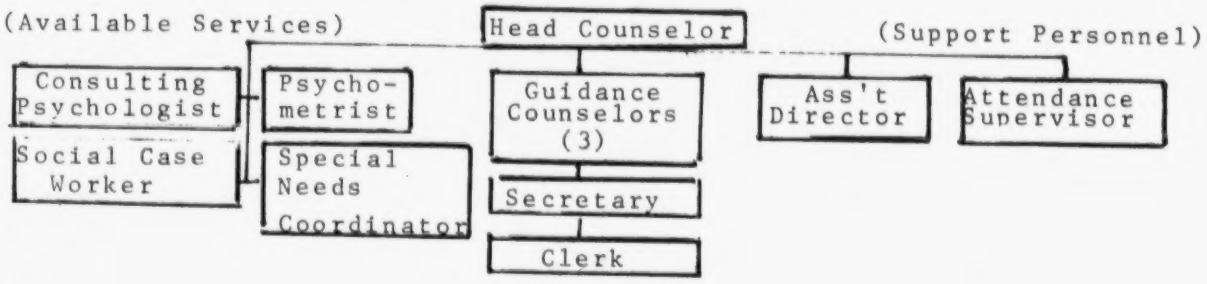
VOCATIONAL-TECHNICAL SCHOOL ORGANIZATION



External Guidance Department Organization



INTERNAL VOCATIONAL-TECHNICAL SCHOOL GUIDANCE ORGANIZATION



Counseling:

- Students
- Parents
- Faculty

Test Administration:

- Achievement, Intelligence, Aptitude, Interest
- Psychological Testing and Evaluation

Course Programming:

- Junior High School Counseling/Presentations
- Admission Board Information Gathering
- Admission Interviewing
- Admission Board Presentations
- Vocational School Student Counseling
- Computor Programming

Public Relations for Vocational Education:

- Elementary Schools
- Junior High Schools
- Other Quincy High Schools
- Parents and Community

Community Contacts:

- Educational Placement
- Employment Placement
- Home Visitations
- Juvenile/Adult Court
- Probation Office
- Social Service Agencies

Guidance Administration:

- Group Counseling
- Development of Individual Student Case Studies
- Presentation of Student Cases to Vocational-Technical School Board of Review
- Presentation of Student Cases to School Department Board of Suspension/Review
- Continuing ongoing Guidance Program Evaluations

Cooperative School Administration:

- Student Orientation
- Staff Orientation
- Maintaining Cumulative Anecdotal Records
- Conducting Research
- New Program Development

JOB DESCRIPTION

Job Title: Head Counselor

Summary: Under the direction of the Principal/Director and the Director of Pupil Personnel Services, performs all administrative duties pertaining to the development, initiation, and review of all undergraduate and postgraduate guidance services.

Work Performed: To oversee the maintenance of a close working relationship with all building administrators, teaching staff, counseling staff, and pupil personnel staff to enhance student guidance services within the Quincy Vocational-Technical School.

To schedule all guidance counselor assignments.

To oversee the undergraduate and postgraduate admissions procedure.

To oversee the implementation of all phases of vocational guidance and counseling.

To oversee innovative program planning in vocational counseling areas.

To work with parents and leaders in business and industry to effect the best possible placement for students in educational/vocational opportunities.

To participate in the Vocational-Technical School public relations efforts.

To handle all correspondence pertaining to the Vocational-Technical School guidance services.

Qualifications:

1. Minimum educational requirements:
   - A. Master's degree in guidance, counseling, psychology
   - B. State Department certification as a guidance counselor, guidance administrator.
   - C. Two years teaching or its equivalent.

2. Preferred educational requirements:
   - A. Certificate of Advanced Study in Guidance, Counseling, Psychology, or its equivalent.
   - B. Industrial experience as well as teaching experience.
   - C. At least two years of experience in administration.

JOB DESCRIPTION

Job Title: Guidance Counselor

Summary: Under the direction of the Quincy Vocational-Technical School Head Counselor, performs all duties pertaining to the development, initiation, and review of all undergraduate and postgraduate guidance services.

Work Performed: To participate in the maintenance of a close working relationship with all building administrators, teaching staff, counseling staff, and pupil personnel staff to enhance student guidance services within the Quincy Vocational-Technical School.

To participate in the undergraduate and postgraduate admissions procedure.

To participate in the implementation of all phases of vocational guidance and counseling.

To participate in the development of innovative program planning in vocational counseling areas.

To work with parents and leaders in business and industry to effect the best possible placement for students in educational/vocational opportunities.

To participate in the Vocational-Technical School public relations efforts.

To handle correspondence pertaining to the particular Vocational-Technical School guidance counselor assignment.

Qualifications:

1. Minimum educational requirements:
   A. Master's degree in guidance, counseling, psychology
   B. State Department certification as a guidance counselor.
   C. Two years teaching or its equivalent.

2. Preferred educational requirements:
   A. Certificate of Advanced Study in Guidance, Counseling Psychology, or its equivalent.
   B. Industrial experience as well as teaching experience.

JOB DESCRIPTION

Job Title: Secretary

Summary: Under the direction of the Vocational-Technical School Head Counselor, supervises other secretaries and clerks, performing all duties pertaining to general office work in relieving counselors of minor executive and clerical duties.

Work Performed: Makes appointments for the Vocational-Technical School Head Counselor and all Guidance Counselors, and reminds personnel of these appointments.

Interviews people coming into the guidance office or who make a telephone call, directing them to the proper source of requested information.

Handles the Head Counselor's mail.

Types all guidance office correspondence and keeps important files.

Distributes work assignments to proper secretary or clerk.

Oversees the completion of assigned tasks given to secretaries or clerk.

Qualifications:

Civil Service Requirements.

JOB DESCRIPTION

Job Title: Clerk

Summary: Under the direction of the Vocational=Technical School Head Counselor, and the Guidance Office Secretary, performs all duties pertaining to general clerical work in relieving counselors of clerical duties.

Work Performed: Under general supervision, but with exercise of judgement and with responsibility for general ments.

To perform difficult and responsible clerical work of varied nature.

Performance requires knowledge in the specialized area of computor terminal operation.

Utilizes a wide range of procedures and analysis of facts in situations to determine what action should be taken within the limits of standard clerical practice.

Performs related clerical work as required by the demands of the Vocational-Technical School Guidance Office and assigned by the Guidance Office Secretary.

Qualifications:

Civil Service Requirements.

March 21, 1972

Quincy Vocational-Technical School
Admission Process

September	Late application consideration.
October	Late application consideration. Vocational-Technical School Guidance Counselors assigned a junior/senior high school case load. Two schools per counselor, 1/2 day each school every week, October thru April. Division Coordinator monthly visits begin. Evening guidance hours for consultation begin.
November	Vocational-Technical School Open House Junior High parent organization tours begin. Student tours of Vocational-Technical School begins. Evening guidance hours continue. Speaking engagements begin e.g., afternoon/evenings, Jr./Sr. High Schools, outside organizations
December	Junior High parent organization tours continue. Vocational-Technical School Student tours continue Evening guidance hours continue Speaking engagements continue.
January	Parent organization tours continue. Vocational-Technical School Student tours continue. Evening guidance hours continue. Speaking engagements continue. Division coordinators speak to interested students. Application cards, health cards, Program of Studies distributed to all Jr./Sr. High Schools. Signed application/health cards returned to Jr./Sr. High School Guidance Offices for transcript development.
February	Parent organization tours continue. Vocational-Technical School Student tours continue. Evening guidance hours continue. Speaking engagements continue. Distribution of application package continues. Transcript development continues. Vocational Guidance Counselor - Student/Parent Interviews continue.
March	Completed application package sent to the Vocational-Technical School Guidance Office by all Jr./Sr. High School Guidance Offices. Student tours continue. Evening guidance hours continue. Vocational Guidance Counselor - Student/Parent Interviews continue. Application package audited for completeness. Application package posted to Admission Board Master Sheets. Special Needs applicants/parents interviewed. Prescreening Committee evaluates 9th grade applications.

March (Cont'd)	Application package and Master Sheets presented to the Admission Board for consideration.
April	Vocational-Technical School Admission Board Continues deliberations. Accepted applications posted to program bubble sheet. Bubble sheets forwarded to computor installation for program tabulation. Begin typing student letters that provide the decision of the Admission Board. Evening Guidance Hours discontinued. (Evening interviews held on guidance counselor/parent request).
May	Acceptance/Conditional Acceptance/Waiting List letters mailed by Vocational-Technical School Guidance Office. Personal interview given to waiting list recipient/parent to discuss the decision of the Admission Board, if so requested. During this interview, the standard operating procedure is for the student/parent to be notified of the right of appeal. If they so desire, they may request a hearing before the Appeals Admission Board. Late application packages and master sheets are presented to the Admission Board. Late acceptance/Conditional Acceptance/Waiting List letters mailed by the Vocational-Technical School Guidance Office. Late applicant interviews held for Waiting List letter recipients, if so desired.
June	Late application packages and master sheets are presented to the Admission Board. Late Acceptance/Conditional Acceptance/Waiting List letters mailed by the Vocational-Technical School Guidance Office. Late applicant interviews held for Waiting List letter recipients, if so desired.

Auto Body Repairman (807.381) Undergraduate Program

Job Description:

Repairs damaged bodies and body parts of automotive vehicles, such as automobiles and light trucks; Examines damaged vehicles and estimates cost of repairs. Removes upholstery, accessories, electrical and hydraulic window-and-seat operating equipment, and trim to gain access to vehicle body and fenders. Places dolly block against surface of dented area and beats opposite surface with hammer to remove dents. Fills depressions with solder or other plastic material. Removes excessively damaged fenders, panels, and grills, using wrenches and cutting torch, and attaches replacements by bolting or welding them into position. Straightens bent frames, using hydraulic jack and pulling device. Files, grinds, and sands repaired surfaces using power tools and hand tools. Refinishes repaired surface by painting with primer coat and sanding it smooth. Aims head lights, alines wheels, and bleeds hydraulic brake system. May paint surfaces after performing body repairs and be designated Automobile Body Repairman, combination.

Related Occupations:

- Automobile-Body worker
- Automobile-collision serviceman
- Body and Fender repairman
- Bodyline finisher
- Bodyman
- Bumper
- Dingman
- Hammer-out man
- Metal bumper
- Metal shrinker
- Metal worker
- Touch-up finisher, metal

Occupational Outlook:

Employment of automobile body repairmen is expected to increase moderately through the 1970's. The present shortage of trained auto body repairmen is expected to continue. The number of auto body repairmen is expected to increase primarily as the result of a rising number of motor vehicles damaged in traffic. Accidents are expected to continue to increase as the number of motor vehicles in use grows. The streamline design of many new cars - long blended fende s, lots of chrome and glass - makes even a small dent a job for the body repairman.

Worker Characteristic Profile:

1. Possess average of above manual dexterity.
2. Has a knack with mechanical tools.
3. Be in good physical condition.
4. Have a discerning color sense.
5. Not afraid to get hands dirty.
6. Must be a safe person in a shop area.

Course Objective:

To provide intensive training for high school students so that they may develop a knowledge of skills, methods, and materials required for competency as an automobile body repairman.

Length of Course: 3 years

Program of Studies:

Sophomore		Junior		Senior	
Course	Points	Course	Points	Course	Points
English	5	English	5	English	5
Mathematics	5	Elective	5	Social Stdies	5
U. S. History	5				
Power Mechanics	10	Auto Body Repair	13	Auto Bdy Repairs	13
Physical Education	1	Physical Ed.	1	Physical Ed.	1
Total Points	26	Total Points	24	Total Points	24

Personal Expenses:
Approximately $30.00 for personal equipment

Certificate of Achievement:
Quincy Vocational-Technical School Diploma

Composition of Vocational-Technical School
9th Grade Prescreening Committee

Rating all 8th Grade Applications (1-5, 1 high)

One Junior High School Counselor
One Headquarters Guidance Staff Member

Admission Board Requirements

Academic requirements necessary to perform a given job,
Gross physical ability necessary to perform a given job.
Fine manual dexterity necessary to perform a given job.
General health requirements necessary to perform a given job.
Operational safety requirements in a given shop.
Massachusetts Department of Education regulation limitations.

The following information is utilized to develop a holistic student profile for Admission Board consideration.

Personal Interview Information
Conduct Marks
Effort Marks
Academic Grades
Attendance Record
Tardiness Record
Dismissal Record
Industrial Arts Grade (For boys)
Home Economics Grade (For girls)
Achievement Test Scores
I. Q. Test Scores
Aptitude Test Scores
General Aptitude Test Scores — Post-Secondary Only
I. B. M. Test Scores
Truancies (If any)
Suspensions (If any)
Recommendations: (If available)
- Principal
- Guidance Counselor
- Teacher
- Employer

Psychological Evaluations (If available)

Voting Procedure on Each Applicant:

All Admission Board Members vote to:
1. Accept
2. Conditionally Accept
3. Place application on Waiting List

All application decisions are unanimous.

A split decision must be resolved by discussion to a unanimous decision.

If a student does not receive his first choice, the application is automatically placed before the Admission Board when the second

choice occupational area is considered. The application is the considered as a first choice. If the application is not accepted into the second choice occupational area, the same procedure is followed for the third vocational choice.

In order to preserve the integrity of the Appeal Admission Board, neither the Director/Principal or the Guidance Counselor who compose the Appeal Board, are privy to the conversations held during the regular Admission Board Proceedings. In this fashion, the Appeal Admission Board can make their decision without biased intercommunication between the two Admission Boards.

Composition of Vocational-Technical School Admission Board Grades 9-12	
Assistant Director/Principal	Chairman
Shop Supervisor	Member
Head Counselor	Member
Division Coordinator (Of the Department under discussion)	Member
Vocational Guidance Counselor	Member
Vocational Guidance Counselor	Member
Headquarters Guidance Staff	
Supervisor of Attendance	Available
School Nurse	on
Junior High School Guidance Staff	Request

Composition of Vocational-Technical School Admission Board Post-Secondary	
Assistant Director/Principal	Chairman
Head Counselor	Member
Division Coordinator (Of the Department under discussion)	Member
Vocational Guidance Counselor for Department under discussion.	Member
Headquarters Guidance Staff	
Supervisor of Attendance	Available
School Nurse	on
Junior High School Guidance Staff	Request

Composition of Vocational-Technical School Appeal Admission Board All Grades	
Director/Principal	Chairman
Vocational Guidance Counselor	Member
Headquarters Guidance Staff	
Supervisor of Attendance	Available
School Nurse	on
Junior High School Guidance Staff	Request

INTERVIEW SHEET
QUINCY VOCATIONAL-TECHNICAL SCHOOL

Name_____ Year of Grad._____

Address_____ Telephone Number _____

Birthday_____ Age_____

Major Course of Study:

_____

Work History:

Company Name	Address	Position	Length of Service

Elementary School:_____

Junior High School:_____

Senior High School:_____

Hobbies (if any) _____

After Graduation:

To secure job ☐ To enter Service ☐ To go to College ☐

Father's occupation_____

Mother's occupation_____

No. brothers_____ No. sisters_____

November 9, 1971

Due Process: (Student rights)

Formulated under the 14th Amendment to the Consitution - has been extended to include corporations and individuals. Under the Due Process Procedure, no student is guilty of an offense until the fact is proven. Also, the principal cannot arbitrarily exclude a student from school.

The student must be informed of the charges, who made the charges, provision must be made for a student hearing, with the possibility of being represented by counsel. It must follow then, that a teacher cannot legally exclude a student from participating in a class.

If a student is Sent Home Pending Conference, it is not a suspension from school, but merely a request from a school administrator to talk with a parent. The maximum time allowed for such a conference to take place is 5 days.

As the School Committee has the only legal authority to exclude a student from school, a proper route must be followed that insures student rights. One such avenue follows:

1. Teacher conferences
2. Division coordinator conferences (department Head)
3. Parental conferences
4. Counselor conferences
5. Referral to case worker(if necessary)
6. Referral to school psychologist (if necessary)
7. Assistant Director (Principal) conferences
8. Director (Principal) conferences
9. A Building Board of Review
10. A. Request a City-wide Board of Review
    P. Request a City-wide Suspension Board
11. Recommendation by the Director of Pupil Personnel to the Superintendent of Schools.
12. Recommendation by the Superintendent of Schools to the School Committee.
13. Decision made by the School Committee.

Due Process opinions by Mr. Arthur Murphy, Legal Counsel for the School Committee:

All educational personnel must be concerned with the protection of the constitutional rights of the student. The rules must be clearly communicated to the affected parties before action can be taken. The rules must have a reasonable, necessary relationship to the educational process.

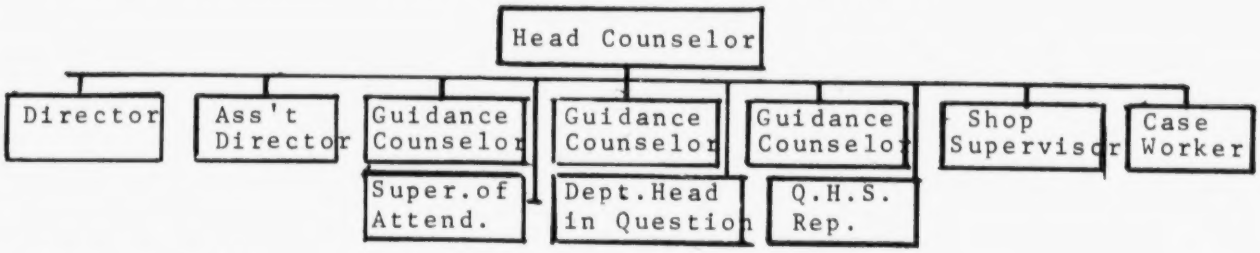
There should not be suspension for:

1. Activities that are performed outside of school.
2. Haircuts and mode of dress.

There should be no unusual forms of discipline e.g.

1. Placing a student on a work detail.
2. Have a student correct papers.
3. Teacher making veiled threats of any kind.

Quincy Vocational-Technical School Board of Review:



Have on call:

- School Psychologist
- Work-Study Supervisor
- Special Education Coordinator
- Probation Officers
- Physicians
- Outside social agency representatives

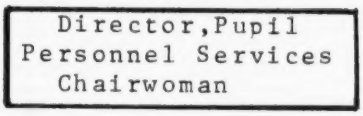
Case Review: (Informal)

1. Permanent Record
2. Anecdotal Information
3. Interview Information
4. Possible psychological evaluation
5. Statement of the problem
6. Solutions tried to date.
7. New proposal(s) from the case review.

Board of Review: (Formal)

1. Case write-up by guidance counselor.
2. To include:
   - A. A copy of the permanent record
   - B. Teacher comments
   - C. Parental comments
   - D. Disciplinary record
   - E. Counselor comments
   - F. Case worker comments
   - G. Psychological evaluation, if
   - H. Solutions tried to date (any
3. Typed by office secretary
4. Procedures:
   - A. Student informed by counselor of rights.
   - B. Appeal procedure
   - C. Possible recommendations that Board of Review may make.
   - D. May be represented by counsel if so desired.
5. After the Board of Review is complete a copy of the minutes and rec's are sent to the Director of Pupil Personnel
6. Follow-up by guidance counselor or other designated personnel.

Quincy Public Schools Board of Review:



William Thomas, Bureau Chief, Bureau of Special Needs, Division of Occupational Education, spoke of "Techniques of Counseling the Occupationally Oriented, Disadvantaged, and Handicapped." He discussed the need for an "information saturated environment" in which the counselor can then assist the student learn the process of decision making. Mr. Thomas feels that the middle class student uses counseling most of any socioeconomic group yet holds the counseling service in the lowest esteem. Special training is needed to counsel the disadvantaged.

There is a tendency of disadvantaged students to internalize counseling better if rapport has been established early with the counselor. To date, our methods of counseling the disadvantaged student are not effective. The greatest needs of lower class students are for more information and support for ego development. Counseling is culture and social class bound: the greater the status of the counselor in the eyes of the student, the more information will be accepted. Students--college and non-college bound--are now more concerned with identity rather than life styles and achievement.

A case study approach was used by Richard A. Kelley, Dean of the College of Special Studies at Tufts. The participants formed smaller groups and discussed issues such as the responsibility of the guidance program for students who plan to leave secondary school before graduation. Other questions raised were: (a) How important is it for students to decide upon life careers while still in high school? (b) What are some elements in the home environment that may be assumed to influence the educational and vocational outlook of students? (c) What occupational information is especially needed by students at the time they leave school? (d) What guidance activities do not lend themselves to the group approach, but must be carried on with the individual?

The institute participants reacted positively to this approach and responded enthusiastically for the chance to interact with their colleagues.

Dr. Howard emphasized A. H. Maslow's eight basic needs in a hierachy of prepotency, especially as they pertained to women and blacks. She cited the sixties as the era of the black and poor and the seventies as the era of women. The four areas she emphasized where women are at a disadvantage are:

1. self-esteem - counselors should upgrade their attitudes
2. knowing how decisions are made emphasizing an upward mobility in government, law, business and management
3. program planning and budgeting - the need of management
4. administrative positions and decision making

In the latter, Dr. Howard feels that professors should use women as assistants, counselors must build confidence in girls and help boys' attitudes in considering girls and women.

Dr. Osipow listed four factors for the consideration of the participants:

1. The trait factor characteristics in career development--these take us back to Parsons. We must identify those traits most common in an individual and help him get into that cluster. He emphasized that counselors must consider a better level of selection.
2. The social systems approach which most psychologists use involves not too much planning. You are at the right place at the right time. It is not good in career development because more study is needed.

3. The self-concept approach of Super is one in which the counselee is able to put his ideas into action and helps him to find his identity.

4. The personality and career approach emphasizes how personality characteristics operate in the selection of an occupational choice. The perceptional cognitive styles assist in delineating the submissive and machonistic styles, necessary evaluative criteria in the selection of a career. The Ginsburg group at Columbia is working on a developmental aspect forms.

John Holland could offer the most reasonable theory for occupational choice in stressing that there are finite numbers of occupational opportunities available as well as finite numbers of personality styles also available. How the counselor matches these exhibit has adroitness. The interaction in Holland's theory does the search on a more self-conscience value than the others. Most theories imply that careers are systematic and that (a) the preferences become narrow as we progress, (b) the secondary and vocational school curricular are not so narrow as formerly, (c) these curricular are still able to focus, and (d) we do process a reasonable set of resources to assist us in developing career choices with enough movement for flexibility.

Career development is a socially bound concept. People operate in a complex situation with situational restraints. Career development is characterized by change. (a) The changes in the individual which counselors must make young people aware of, i.e., age, etc., (b) external changes, emphasizing how the occupational world changes, opportunity changes regarding sex and race, the many changes in a fluid environment, (c) career development and career choice are accompanied by anxiety which

effect some youth in inhibiting their choice and causes other to make a poor choice or any choice to get rid of the anxiety, (d) the ability for performances indicates that though interested in a career he may do badly. However, success is not an entirely valid criteria due to extenuating circumstances of which the counselor must make himself aware.

Dr. Tiedeman stressed that career decision making is different from choice. The Super paradigm of career development is thinking about and getting ready for the decision through (a) exploration with a set of possibilities, (b) crystalization where the diagnostic choice is freely expressed (what they are favoring and not favoring, but only vicariously choosing), (c) choice entails the clarification and (d) anticipation of the clarification should lead to accommodation. These four steps of Anna Miller and David Tiedeman form a paradigm of career decision making in helping youth to become more aware of decision making. Self-concepts become new concepts when exercised and practiced. It helps persons differentiate his concepts into new concepts. The deciders are impulsive, fatalistic, compliant, delaying, agonizing, planning, intuitive, and paralytic. We assist another to make a decision by scaffolding his thoughts, then removing the cranes and scaffolds as the counselee moves to another level. Dr. Tiedeman emphasizes his theory that each decision we make strengthens our ability to make another more decisive decision. The counselor reveals the cognitive awareness of the decision. This book The Focus on Guidance by Tiedeman and Miller emphasizes the cubing of the paradigm in an explicit manner.

IV.

SUMMARY - FIRST EVALUATION

The primary strength of the Guidance Institute seemed to be in familiarizing the participants with the new developments in vocational and career education including the preparation for emerging occupations and the recent technological advances. Because the participants came from such varying backgrounds and experience, each personalized the value of the Institute according to his own needs. Some participants had never visited a vocational-technical school before while others had spent the greater part of their working lives as teachers and/or counselors in this system.

Specific information regarding staffing, materials and facilities for an effective vocational education program was helpful to some while others were anxious to learn of ways to expand and humanize an ongoing program and renew their enthusiasm and appreciation of their work. For the vocational counselor, it was a "refresher and a refreshing experience," an opportunity to see new occupations available to the non-college bound student.

There was a meaningful balance between theory and practical application of vocational information. Much help was available regarding vocational guidance activities, guidance library administration, recordkeeping procedures and testing programs. It was thought that the traditional theory courses in education do not provide the counselor with the necessary tools for dealing with non-college students. The vocational areas may be where counselors have the least amount of training and experience. This institute helped to bridge that gap.

All agreed that the institute was educational, practical and thought

provoking. "The most productive two weeks I've spent in education" was the evaluation of one man from a regional high school. "It should be a model for other institutes" was the idea expressed by a woman from a senior high school.

The opportunity to meet well known educators was the highlight for some participants while others felt the chance to visit working situations, training facilities and schools was most valuable in helping them prepare students for the world of work. All felt that there was decided advantage in the cross-section of academic and vocational people in the same program.

One counselor senses a "tremendous awakening and redirection of society's thinking regarding occupational and career education." This institute better prepared him to play a part in this trend. When we become aware of people with all levels of education who are unable to get a job or are dissatisfied in their work, we realize the need for vocational exploration from elementary through higher education.

Often the demands of the work load keep the vocational counselor from exploring new career opportunities for students; this institute allowed that "luxury." It was particularly helpful to realize the interrelationship of new health occupations and the need for training opportunities for disadvantaged students. The participants enjoyed the chance to come in contact with the people, places and ideas which would give new insights into strengthening programs in the vocational education area.

Obviously it will take time to internalize and put to use information gathered during these two weeks, but already the Institute was largely responsible for shaping a program being initiated at one of the schools.

Concern was expressed regarding communication with school administrators in implementing these programs in the individual school systems. A few participants felt that they would be better able to deal with the expectations of school administrators and other counselors concerning occupational education. Some thought there might be difficulty gaining community acceptance for a stronger occupational education program. There is also a need to know procedures to be used with government agencies down through local school committees and school structure. Information was most helpful regarding organizing a program K-12 in the comprehensive high school including techniques for gaining community support.

In offering suggestions for a future institute, mention was made of the need to stress how the academic high school could be better integrated with programs of occupational information; methods also for establishing better communication between regional vocational schools and the academic schools such as was described by Mr. Dwyer at Blue Hills.

Some participants felt too much time was devoted to the use of computers in guidance services. Perhaps there was a need to hear from those who were in the field and had built meaningful and innovative programs in their own schools, where examples of vocational information, counseling, placement and follow-up could be illustrated. Suggestions were made that more time be given to the sharing of ideas and experiences rather than speakers and trips. Emphasis should be placed on group action projects and case studies with the opportunity to react to speakers' presentations. Some participants expressed a wish to hear from more panels composed of high school students and graduates of vocational training programs.

The general arrangements at Tufts University seemed very satisfactory to all, but perhaps the length of the Institute was too short. Several indicated interest in a longer institute--up to four weeks--with required residency to allow for discussion and evaluation of the day's activities. It would be helpful to include administrative personnel also to help "sell" occupational education to them.

In listing the speakers and programs which were most helpful, the participants listed the Career Education team, Dr. Donald Super, Dr. Robert Hoppock, Dr. Mary Howard, Dr. Samuel Osipow, the field trip to Children's Medical Center and Dimock Community Health Center, the Students' Panel on Careers. Dr. Tiedeman enjoys an excellent reputation especially in New England, and his remarks seemed to be inspiring as well as practical for these men and women.

Dr. Super has obviously devoted a tremendous amount of search to occupational education. His approach while somewhat theoretical tends to be more relevant and precise to current needs. Dr. Hoppock's approach to occupational information while not unknown to most was practical and insightful.

The opportunity to meet and discuss problems with William Thomas, Jean Marks and Richard Oakes of the State Department of Education, was also listed as advantageous. During the course of the two weeks, most took advantage of the informal dialog with these speakers to seek their advice regarding vocational education in the individual school system. This seemed to give the teachers and counselors the opportunity to become more cognizant of state programs and thereby feel less of the alienation which often exists between school personnel and state officials.

V.

SUMMARY OF THE FINAL EVALUATION OF THE INSTITUTE BY PARTICIPANTS

Ninety-five percent of the participants rreplied to a second evaluation of the Tufts Summer Guidance Institute, after a follow-up letter to the fifteen non-respondents. All indicated a strengthening or reinforcing of their educational viewpoints regarding the needs for more occupational information and the opportunities presented by occupational and career education. As most counselors in the Institute were from academic high and junior high high schools, an appreciation of the role of occupational education in counseling with the disadvantaged and handicapped was one of the objectives of the Institute. It is clear that this objective was attained. The field trips emphasized the changes in vocational education as well as the comprehensive programs of occupational education--not only in the new and modern regional vocational-technical schools--but the assistance rendered by these schools to the high schools of member communities in setting up occupational programs for those unable to attend the regional schools. Also noted were the programs at the Dimock Health Center in Roxbury and the Children's Medical Center project to train blacks, non-English speaking, and other disadvantaged adults in the paramedical and other occupations and how some stayed to train others. The fact that these types of programs may be organized and conducted in other than school facilities and funded through P.L. 90-576 funds stimulated some participants to indicate the germ of an idea to conduct group discussion on considering similar proposals in their communities. As one participant summed it up: "I learned to broaden horizons and enrich lives."

Many of the participants were of the opinion that it was too soon to

expect any changes in the school's procedures resulting from their participation in the Institute. However, nearly all are planning to execute changes based upon knowledge gained at the Institute. Some have committees formed and agreed that their individual approach to guidance had become much more occupationally oriented. One has his school department presenting a Title III project for a Career Resource Center. Another has initiated a career oriented program in her Black Studies and African Studies Programs. Still another has her student council studying "an appropriate career program which will include occupational rehabilitation." "An occupational information program during the two activities periods on a voluntary basis" has been started in another school. Another states: "We have included in our budget money for setting up a Career and Vocational Course, starting in January in the seventh grade. I am in the process of writing up such a program hoping someday for Federal funds and have started purchasing materials on Careers. Already an entire series of books and pamphlets have been purchased for us through our library based upon Institute suggestions." Still another reports: "Our town is building a new junior high school and I plan to have a vocational unit in the new school as well as an occupational career center based upon the one shown in the Career Film." A few indicate that ideas from the Institute have been presented to School Committees, but the economic recession may jeopardize the programs. In summary, it would appear that many non-college oriented youth will benefit from the effects of the Institute.

Much of this section is summarized above. A compensatory program for the alienated child, increased emphasis on health occupations in guidance, a greater awareness of what can be done in vocational education, a K-12 program of occupational information, career development centers in

schools, computer-based Interactive Learning Systems, updating of occupational information files, the importance of research for programs vocationally oriented, field trips to industry, use of text and references, more audio-visual aids relative to career information, while one participant expresses the opinion that "the importance of the Institute was in its overall thrust rather than its individual speakers--whose excellence varied." Some have written speakers for further materials or for an elaboration of his talk. The lectures and discussions stimulated some work by each participant toward a better understanding of vocational education and vocational guidance which has permeated the school systems through administrative and faculty meetings to encourage assistance in the plight of the non-college bound youth.

Two films produced by the Massachusetts Division of Occupational Education were shown at the Institute and the means of free distribution of the films explained. The "Wheels of Change" describes vocational education and "Those Who Serve" has Dr. John Knowles of the Massachusetts General Hospital explaining the use of paramedical technicians in hospitals and rest homes as well as how youth may serve in these fields. Many of the participants have been using the films in their schools and with parents and organizations.

The second evaluation of the Institute has been most encouraging. Apparently the impact was significant. Just a few of the over one-thousand counselors in Massachusetts were affected. An Institute such as the Tufts Summer Guidance Institute should be presented yearly for counselor training because, not only is the objective of stimulating programs in vocational education and vocational guidance for disadvantaged

and handicapped youth an achievable one, but there is indication of the participants assuming leadership roles in the implementing of ideas gained at the Institute.

VI.

STAFF VIEWPOINTS

After summarizing the program and evaluating the opinions of the participants relative to the value of the Institute in influencing their views of occupational education and the means for implementing programs of vocational guidance and placement, it may be redundant to reiterate the means employed to develop an understanding and appreciation of this type of education in the academically and college oriented counselor, teacher, and special programs coordinator, as well as stimulating an urge to attain leadership in especially selected vocational school personnel. The heterogeneity of the group and the speakers enhanced the discussions.

The hearing from national experts and text book writers and the seeing of special projects of how the programs may be instituted seemed to be an excellent formula to whet the appetite of the participants and encourage them to develop programs of their own as well as to emphasize the ideas that develop strong leadership roles in the field of vocational-technical education.

Noteworthy were the ideas of George Lunn of the Children's Medical Center when he had such an acute need for paramedics and so many black mothers were receiving Aid for Dependent Children that with a Rockerfellow Foundation Grant and assistance from the Division of Occupational Education, he restored the closed New England Hospital in Roxbury, set up a child care program, and enrolled mothers in paramedical programs so that they could learn and earn rather than stay on the relief roles.

One Harvard and one Tufts Medical School physician went on the Selma March, not because they were activists, but to treat those whom they anticipated might get hurt. What appalled them most were the conditions of the black people living in hovels alongside the road of the march.

They discovered that these people had no preventative medicine and in looking for a place in Boston that nearly simulated the conditions in Alabama, in conjunction with Tufts Medical School, they opened a day-care medical clinic at Columbia Point, a housing project, actually a city within a city. Shocked to discover that the residents of the project had a distrust for the middle-class staff and would not visit the clinic, they set out to train black paramedics to assist in the staffing so that now the waiting room is crowded with patients. Before treatment, schooling may be necessary in working with the disadvantaged. It was a point well emphasized in setting up programs for disadvantaged who have had no reason to respect the sincerity of a middle class that has oppressed or ignored them until recently.

The participants had these opportunities to learn the value of establishing trust first through minority staffing before gaining the confidence of the minority groups.

The computers as described by Super and O'Hara and the work ethic introduced by Kvaraceus and Kenney may assist a humanistic counselor as drawn by Tiedeman in working with middle class pupils from middle class homes, but to bring this new technology to the disadvantaged will test the ingenuity of the most humanistic counselor, and he may need some counselor aids or technicians and finally staff members from the disadvantaged group to attain his goals.

Visits and job analysis at the Norton Company and Morgan Construction Company emphasized the opportunities and lack of opportunities and differentiated between the occupational spectrum of the trained and those graduated with no skill.

The uses of the GATB by the Division of Employment Security was new to many and thirty-seven participants stayed late to become certified to obtain the results of the General Aptitude Test Battery and its interpretation.

The summer vocational-technical programs at a regional school and a city school were indicative of the many opportunities available to academic school pupils as well as prospective and regular vocational school pupils. Of special interest to the academic counselor was the program of the regional vocational-technical school in setting up occupationally-oriented programs in the high schools of the member towns of the region for those youth unable to attend the regional school. (Applicants to the thirteen regional vocational-technical schools in Massachusetts are three and four times the spaces available: hence, the special programs). The fact that fifteen more regional vocational-technical schools are in various stages of building and planning, encompassing over one hundred cities and towns, encouraged the participants to learn more about how they can assist in the program so that all non-college preparatory youth may leave secondary schools with a saleable skill.

John Flanagan's Project ABLE and the program at the Career Information Center at Newton provided a close look at new approaches to vocational education and imparting occupational information and have been described previously in this report. The text Career Education describes the dream and the Center shows the beginnings of making the dream a reality.

The Education Professions Development Act, Part F., Section 553, is to be complimented for approving the Tufts Summer Guidance Institute in

which forty participants were encouraged to learn more about the potential that vocational-technical education has for influencing the lives and economy of so many. If the core of the central cities is allowed to rot, that rot will spread to the suburbs with its disastrous results. Furthermore, disadvantaged youth are in every school system. How they are assisted, along with the handicapped, will determine the excellence of education for all. That the majority of the participants will assume leadership roles in alleviating the suffering and economic waste incurred by neglecting these youth and the resultant upgrading of all education is the thought that the Institute tried to impart. The evaluative criteria is indicative that thought and action have been stimulated. However, to reiterate a previous statement: forty of the one-thousand counselors in Massachusetts hardly touches the problem. It is hoped that EPDA will be favorable toward another such Institute in coming years. It would appear to be a positive approach to the counselor training of guidance personnel whose academic trainers are unfamiliar with the opportunities in vocational-technical education.

VII

APPENDIX

Application for the
Summer Vocational Guidance Institute
Tufts University Medford, Massachusetts 02155
July 17-July 28, 1972

If you meet the eligibility requirements described in the institute brochure and are interested in attending the summer institute, please complete this application and forward it to Dr. Daniel W. Marshall, Director, Summer Vocational Guidance Institute, Lincoln Filene Center, Tufts University, Medford, *Massachusetts* 02155. *All applications must be submitted by June 1, 1972. Acceptance notices will be mailed by June 15, 1972.*

1. Name ..... School or Organization .....
(last name first initial)

2. Home Address ..... School or Organization .....
(street and number) *(street and number)*

3. ....
(city, state, zip code) *(city, state, zip code)*

4. ....
(area code) (home telephone) *(area code) (business telephone)*

5. Maritial Status ..... 6. Wife's Name.....

7. Dependents (a) ..... (b) .....
(name) (age) *(name) (age)*

8. Do you desire a dormitory room at $25. per week? yes..... No .....

(Do not write in this space)
Dormitory .....
Room No .....

9. School training including high school, college, or university, and other schools in special subjects:

NAME OF SCHOOL — LOCATION	MAJOR	DATES		NO' MONTHS ATTENDANCE	SMSTR UNITS COL. CREDITS	DEGREE OR DIPLOMA
		FROM	TO			

10. Occupational Experience:

NAME OF EMPLOYER — LOCATION	DATES		CLOCK HOURS PER WEEK	TOTAL NUMBER OF WEEKS	TYPE OF WORK
	FROM	TO			

11. Experience in teaching, counseling, or other positions .

NAME OF SCHOOL OR OTHER AGENCY — LOCATION	POSITION OR TITLE	SUBJECTS TAUGHT	DATE		NUMBER OF MONTHS
			FROM	TO	

12. Current teaching or counseling area:

a. Subject .....b. No. of periods (hours) .....

c. Grade .....

d. Second Subject .....e. No. of periods (hours) .....

f. Grade .....

g. Other school responsibilities .....

.....

13. Will you be teaching the same program or counseling in the same school or agency next year? .....

If the answer is no, or you are in doubt, explain .....

.....

14. Teaching certification or Vocational Approval (list):

	Kind	Years Held	Certification Number
a.			
b.			

15. Name and Address of your Superintendent of Schools or Employer:

.....

(name) *(address)* *(tel no.)*

THE HEALTH VOCATIONAL TRAINING PROGRAM OFFERS YOU A CAREER WITH A FUTURE.

If interested, please write or call:
442-8800 Extension 251

HEALTH VOCATIONAL TRAINING PROGRAM

The Health Vocational Training Program of the Dimock Community Health Center has been designed to demonstrate a new approach to paramedical instruction and also to offer hospital clinical experiences which will be stimulating and socially and vocationally beneficial to the participant.

It is a unique health training program operating with funds received from the Rockefeller Foundation and the U.S. Department of Labor-Manpower Development and Training Program.

The primary goal is to recruit and train students from the low income areas of the city, therefore, it is essential to utilize innovative and flexible techniques. As a result, there are no academic requirements for admission to the program, and all of the resources of the center and community are utilized to provide as much support as possible to assist the students during training. The instruments used to determine readiness of students to enter programs were developed by the staff of the training center because standardized tests were deemed unreliable for our population.

Students who have academic unreadiness are assigned to a Pre-Vocational Training section where they receive basic math, English and communication skills.

The facility is located in a modern, well-equipped hospital plant with operating rooms, patient care suites, classrooms, and student lounges. The courses are designed to meet the requirements of all health facilities providing the worker with job mobility.

Throughout the program, students receive educational, social and vocational counseling and a training allowance for which eligibility will be determined through an interview. Upon completion of training, every effort is made to place graduates in jobs by our full-time placement counselor.

HEALTH VOCATIONAL TRAINING PROGRAM
Dimock Community Health Center
Dimock Street, Roxbury, Mass. 02119

The following courses are available:

1. **Pre-Vocational Training** 12 weeks
2. **Orthopedic Technical Assistant** 32 weeks
3. **Nursing Assistant** 14 weeks
4. **Histology Technician** 24 weeks
5. **Medical Transcriber** 24 weeks
6. **Chairside Dental Assistant** 21 weeks
7. **Operating Room Technician** 36 weeks

available soon

WARD SECRETARY

OXYGEN THERAPY (TECHNICIAN)

HEALTH CAREERS GUIDE

Did you know

There are over 200 careers in the health field and that new ones are being developed all the time?

There is a great shortage of health personnel?

There are related health careers for any course that has interested you in high school?

There are many accelerated courses for professional and semi-professional training and that planning now could save you years?

You probably need help in deciding which health career is most likely to meet your qualifications and interest. The following guide is designed for teenagers. It lists some of the many opportunities and groups them roughly under school work interests.

"Q" stands for "Qualifications", and those that are listed could have been developed, or at least be predictable, by the time a teenager graduates from high school.

"T" stands for "Training," which is simply given in terms of the number of years of school required after high school or the time required to fully qualify in on-the-job training program.

HEALTH CAREERS GUIDE
INTEREST INDEX

INTEREST IN ART OR SHOP WORK OR WORK WELL WITH YOUR HANDS — Page

1. Maintenance 1
   a. Chief Engineer
   b. Maintenance Worker
2. Patient Rehabilitation 1
   a. Occupational Therapist
   b. Physical Therapist

INTEREST IN BUSINESS & FINANCE, ACCOUNTING OR ECONOMICS

3. Hospital Administrator 2
4. Finance & Admissions 2
   a. Controller
   b. Accountant
   c. Credit Manager
   d. Cashier
   e. Admitting Officer
5. Personnel 3
   a. Director of Personnel
   b. Wage & Salary Adminis.
   c. Interviewer
6. Purchasing 3
   a. Director of Purchasing
   b. Buyer

INTEREST IN CLERICAL WORK, TYPING OR SCHEDULES

7. Clerical Work 4
   a. Clerk Typist
   b. Keypunch Operator
8. Secretarial Work
   a. Administrative Secretary 4
   b. Medical Secretary

INTEREST IN ENGLISH OR WRITING

9 Medical Records 4
   a. Medical Records Librarian
   b. Medical Records Technician
10. Public Relations 5
   a. Public Relations Director
   b. Public Relations Asst.
   c. Writer

INTEREST IN HOME ECONOMICS, FOOD AND HOME MANAGEMENT

11. Food Services 6
   a. Nutritionist
   b. Dietitian
   c. Food Service Supervisor

(next column)

Page

12. Housekeeping 6
   a. Bldg Serv. Director
   b. Bldg.Serv. Supervsr.
   c. Housekeeper

INTEREST IN MATHEMATICS

13. Computer Work 7
   a. Computer Programmer
   b. Computer Operator

INTEREST IN SOCIAL STUDIES,HISTORY PSYCHOLOGY OR SOCIOLOGY

14. Child Care Instructor
15. Clinical Psychologist 8
16. Recreational Therapist 8
17. Social Work 8
   a. Clinical Soc. Wrker
   b. Social Work Asst.
18. Volunteer Serv. Director

INTEREST IN SCIENCE

19. Dentistry 9
   a. Dentist
   b. Dental Hygienist
20. Inhalation Therapist 9
21. Laboratory 10
   a. Medical Technologist
   b. Histologic Technician
   c. Electrocardiograph Tech.
   d. Electroencephalograph Tech.
22. Nursing 10
   a. Registered Nurse
   b. Practical Nurse
   c. Operation Room Tech.
   d. Nurse Aide
23. Pharmacist 11
24. Physician 11
25. Radiologic Technologist, Radio Isotope Tech. & Radiation Therapist 12
26. Speech & Hearing
   a. Speech Pathologist
   b. Audiologist

HEALTH CAREERS GUIDE

ART OR SHOP WORK: IF YOU LIKE WORKING WITH YOUR HANDS

1. MAINTENANCE

   a. CHIEF ENGINEER is responsible for the repair and upkeep of hospital equipment, buildings and grounds.

      Q. Ability to direct and supervise, interest in mechanical, electrical, and building repair work.

      T. 4 years after high school plus experience.

   b. MAINTENANCE WORKER is a plumber or an electrician or a carpenter or a painter or a mason, etc. who assists the Chief Engineer in keeping the hospital in top condition.

      Q. Aptitude for the specialty (plumbing, etc.), and a special concern for sanitation and the welfare of the sick.

      T. Paid on-the-job training after high school plus possible apprentice training.

2. PATIENT REHABILITATION

   a. OCCUPATIONAL THERAPIST helps to rehabilitate people with physical and emotional disabilities by means of creative, educational, recreational, and physical activities.

      Q. Manual dexterity, interest in people and their problems, and in arts and crafts, ingenuity, imagination, patience, and the ability to inspire confidence, and alertness to detect clues from patients' responses.

      T. 4 years after high school plus internship.

   b. PHYSICAL THERAPIST rehabilitates people with injuries or diseases affecting the muscles, joints, nerves and bones, by means of exercise, massage, heat, water, light and electricity.

      Q. Manual dexterity, outgoing personality, tact, patience, and the ability to work with severe physical disabilities.

      T. 4 years after high school.

HEALTH CAREERS GUIDE

BUSINESS & FINANCE: IF YOU LIKE ECONOMICS, ACCOUNTING AND BUSINESS

3. HOSPITAL ADMINISTRATOR directs and coordinates all activities of the hospital, to carry out its objectives as to patient care, advancement of scientific knowledge, and promotion of community health.

   Q. Executive talent, diplomacy, interest in medicine, finance, business, public relations, and the ability to meet the challenge of changing trends.

   T. 6 years after high school plus experience.

4. FINANCE & ADMISSIONS

   a. CONTROLLER advises the administrator on financial policy and has overall responsibility for hospital accounting.

      Q. Aptitude for business, management, and accounting, and executive talent.

      T. 4 years after high school plus experience.

   b. ACCOUNTANT is responsible for keeping records on all financial transactions and for reviewing and preparing periodic financial reports.

      Q. Alertness to detect error, aptitude for mathematics, and patience.

      T. 4 years after high school.

   c. CREDIT MANAGER helps patients understand hospital credit and collection policy and to work out their payments.

      Q. Diplomacy, good judgement, supervisory ability, and patience.

      T. Some college is desirable plus experience.

   d. CASHIER receives payment, keeps cash records, and cashes checks.

      Q. Aptitude for arithmetic, bookkeeping, and typing, interest in people and a sense of humor.

      T. High school commercial course.

BUSINESS & FINANCE: IF YOU LIKE ECONOMICS, ACCOUNTING AND BUSINESS

e. ADMITTING OFFICER determines eligibility and arranges for admission of patients to the hospital

Q. Ability to meet and deal effectively and courteously with many different people, discretion, and managerial talent.

T. 4 years after high school plus experience.

5. PERSONNEL

a. DIRECTOR OF PERSONNEL plans and directs the personnel program according to hospital policies.

Q. Executive talent, fairness, diplomacy, interest in people, memory for details, and imagination.

T. 4 years after high school plus experience.

b. WAGE AND SALARY ADMINISTRATOR is responsible for keeping hospital salary scales competitive.

Q. Genuine interest in people and their problems, fairness, ability to talk easily with people.

T. 4 years after high school plus experience.

c. INTERVIEWER interviews and screens job applicants.

Q. Imagination, ability to make many people of different types feel at ease and to make sound, quick judgments and decisions.

T. High School plus experience.

6. PURCHASING

a. DIRECTOR OF PURCHASING plans and administers Purchasing Department in accordance with hospital policies.

Q. Aptitude for business and math and the ability to weigh many factors in order to make fair decisions.

T. 4 years after high school, plus experience.

b. BUYER evaluates new products with regard to cost and quality and introduces products to using departments.

Q. Good judgment, fairness, business interest.

T. 2 to 4 years after high school.

HEALTH CAREERS GUIDE

INTEREST IN CLERICAL WORK, TYPING OR SCHEDULES

7. GENERAL CLERICAL WORK

   a. CLERK-TYPIST helps with clerical, receptionist, and administrative jobs in hundreds of different areas of the hospital. They are employed in most departmental offices, clinics, administration, patient floors, and many other areas.

      Q. Good clerical and typing skills, interest in people, and pleasant personality.

      T. High school commercial course is helpful.

   b. KEYPUNCH OPERATOR

      T. 1 year after high school.

8. SECRETARIAL WORK

   a. ADMINISTRATIVE SECRETARY combines regular secretarial skills with administrative ability.

      Q. Good secretarial skills, and organizational ability.

      T. High school or commercial course or secretarial course.

   b. MEDICAL SECRETARY combines regular secretarial skills with a knowledge of basic medical terms to help the doctor with his office work.

      Q. Friendly sympathetic personality, memory for details, common sense, discretion, interest in medicine, organizational ability, and good typing and shorthand skills.

      T. High school commercial course or 18 months medical secretarial course.

ENGLISH: IF YOU LIKE HIGH SCHOOL ENGLISH AND HAVE AN APTITUDE FOR WRITING

9. MEDICAL RECORDS

   a. MEDICAL RECORDS LIBRARIAN is responsible for collecting, cataloging, storing, and producing when needed the total medical information accumulated on every patient.

      Q. Discretion, patience, accuracy, aptitude for mathematics and organization.

      T. 4 - 5 years after high school.

ENGLISH: IF YOU LIKE HIGH SCHOOL ENGLISH AND HAVE AN APTITUDE FOR WRITING (cont'd.)

b. MEDICAL RECORDS TECHNICIAN assists the Medical Records Librarian with record maintenance and reports.

T. 1 - 2 years after high school or on-the-job training with correspondence course.

10. PUBLIC RELATIONS

a. PUBLIC RELATIONS DIRECTOR is responsible for evaluating public attitudes and identifying the policies and procedures of the hospital with the public interest and executing a program of action to earn public understanding and acceptance.

Q. Ability to organize, write, and edit material for publication, and to assess the news value of stories, imagination, creativity, and an aptitude for public speaking.

T. 4 years after high school plus experience.

b. PUBLIC RELATIONS ASSISTANT assists the Director in planning for special events, conducting tours of the hospital, and writing for hospital news letters.

Q. Ability to write clearly and to talk to large groups, tact, discretion, imagination, and an interest in people.

T. 4 years after high school

c. WRITER is a journalist who informs the public in non-technical terms of new developments in science and medicine.

Q. Ability to write clearly, interest in basic physical and social science, objectivity, good judgment, and curiosity.

T. 4 years after high school.

HEALTH CAREERS GUIDE

HOME ECONOMICS: IF YOU ARE INTERESTED IN FOOD AND HOME MANAGEMENT

11. FOOD SERVICES

    a. NUTRITIONIST works in the community to teach and guide groups toward better health through nutrition.

        Q. Same as Dietitian with a special interest in community problems.

        T. 5 years after high school plus internship.

    b. DIETITIAN uses scientific methods to follow physicians' prescriptions for special patient diets as well as seeing that all hospital food is appealing, satisfying, and nutritionally adequate.

        Q. Aptitude for health sciences and chemistry, interest in people, food, and teaching, imagination, enthusiasm and an aptitude for leadership and organization.

        T. 4 years after high school plus internship.

    c. FOOD SERVICE SUPERVISOR is responsible for supervising and training food workers and for the preparation and service of food.

        Q. Ability to efficiently plan and delegate responsiblity and to secure cooperation of other workers, plus respect for sanitation.

        T. One to two years after high school.

12. HOUSEKEEPING

    a. BUILDING SERVICES DIRECTOR is responsible for all housekeeping in the hospital, ordering materials, hiring, training, and scheduling personnel and seeing that standards are met.

        Q. Talent for leadership and management, and an interest in the appearance, cleanliness and hygiene of the hospital.

        T. 4 years after high school plus experience.

HOME ECONOMICS: IF YOU ARE INTERESTED IN FOOD AND HOME MANAGEMENT(cont'd.)

b. BUILDING SERVICES SUPERVISOR is responsible for maintaining a clean environment in the hospital's public areas. Supervises two shifts of maintenance people. Trains employees in the modern cleaning methods.

Q. Interest in science and engineering.

T. 2 - 4 years after high school.

c. HOUSEKEEPER is responsible for the cleanliness of the patient care areas. Plans and organizes various types of cleaning procedures. Assigns housekeeping personnel and supervises general activities.

Q. Ability to train and motivate people a must. Interest in interior decorating and homemaking helpful.

T. High School graduate and on-the-job experience.

MATHEMATICS: IF YOU LIKE HIGH SCHOOL MATHEMATICS

13. COMPUTER WORK

a. COMPUTER PROGRAMMER analyzes information and translates it into computer terminology.

Q. Logic, patience, ingenuity and imagination.

T. 4 years after high school plus experience.

b. COMPUTER OPERATOR maintains and runs the computer.

T. 1 - 2 years after high school.

SOCIAL STUDIES: IF YOU ARE INTERESTED IN HISTORY, PSYCHOLOGY, SOCIOLOGY

14. CHILD CARE INSTRUCTOR provides educational and recreational activities for hospitalized children.

Q. Genuine interest in children, patience, initiative imagination, ability to work as a member of a team and to work effectively with children who are mentally and physically disabled.

T. 4 - 6 years after high school.

SOCIAL STUDIES: IF YOU ARE INTERESTED IN HISTORY, PSYCHOLOGY, SOCIOLOGY (cont'd.)

15. CLINICAL PSYCHOLOGIST works in a medical setting, applies scientific knowledge of human behavior to the cure, care and prevention of mental and emotional problems.

    Q. Maturity, objectivity, skill in interpreting abstract ideas, emotional stability, interest in people and their behavior.

    T. 6 - 8 years after high school.

16. RECREATIONAL THERAPIST designs and facilitates daily programs in a therapeutic community or in general hospital wards.

    Q. Organizational ability, interest in working with people, some social sophistication.

    T. 4 years after high school.

17. SOCIAL WORK

    a. CLINICAL SOCIAL WORKER evaluates patient's individual and family social and emotional functioning, carries out treatment through case or group methods. Consults with other members of the health team and with community agencies.

        Q. Sympathetic interest in people, objective good judgment and the ability to work as a member of a team.

        T. 6 years after high school.

    b. SOCIAL WORK ASSISTANT works under the supervision of the Clinical Social Worker assisting patients with family, social and financial problems, makes necessary referrals to other agencies.

        Q. Interest in people and their problems.

        T. 4 years after high school.

SOCIAL STUDIES: IF YOU ARE INTERESTED IN HISTORY, PSYCHOLOGY, SOCIOLOGY (cont'd.)

18. VOLUNTEER SERVICES DIRECTOR is responsible for planning, directing the volunteer program, including the recruitment, interviewing, orientation and assignment of volunteers.

    Q. Interest in people, administration, and social changes, ability to work well with many disciplines, imagination, tact, and an aptitude for speaking and writing.

    T. 4 years after high school.

SCIENCE: IF YOU ARE INTERESTED IN BIOLOGY, CHEMISTRY, PHYSICS

19. DENTISTRY

    a. DENTIST treats ailments or abnormalties of the gums and teeth and works to prevent their occurrences.

        Q. Aptitude for science, good vision, finger dexterity, physical stamina, and the ability to inspire confidence.

        T. 6 - 8 years after high school.

    b. DENTAL HYGIENIST is trained to clean teeth, take x-rays, apply topical medication, and to educate the patient in the care of his mouth, and the need for dental treatment.

        Q. Manual dexterity, good vision, and a genuine interest in and the ability to deal with all types of people.

        T. 2 - 4 years after high school.

20. INHALATION THERAPY

    The INHALATION THERAPIST administers treatments to people with breathing problems. Part of his responsibilities include the administration of oxygen, aerosols, and other gases as well as setting up and maintaining respirators on patients who are unable to breath for themselves.

        Q. Common sense, intelligence, tact, mechanical ability, a genuine interest and ability to work with the very sick.

        T. Two years after high school.

HEALTH CAREERS GUIDE

SCIENCE: IF YOU ARE INTERESTED IN BIOLOGY, CHEMISTRY, PHYSICS (cont'd.)

21. LABORATORY

a. MEDICAL TECHNOLOGIST performs a variety of laboratory procedures.

Q. Excellence in science, accuracy under pressure, fine color perception, and the ability to handle delicate equipment.

T. 4 years after high school.

b. HISTOLOGIC TECHNICIAN cuts and stains tissue.

Q. Finger dexterity and accuracy, and interest in science.

T. 1 year paid on-the-job training after high school.

c. ELECTROCARDIOGRAPH TECHNICIAN uses the EKG machine to test the patient's heart action.

Q. Sympathetic, good-natured personality, high school courses in science and math, and the ability to work with complicated equipment.

T. 3 - 6 months paid on-the-job training after high school.

d. ELECTROENCEPHALOGRAPH TECHNICIAN uses the EEG machine to test the patient's brain waives.

O & T Same as for EKG technician.

22. NURSING

a. REGISTERED NURSE - as a member of the health team, gives nursing care to patients, helps people to maintain good health, assists the handicapped to live within his limitations, and guides other nursing personnel in providing nursing care.

Q. Aptitude for social studies as well as science, common sense, self-discipline, tact, energy, humor, a genuine interest in people, and the ability to work with the very sick.

T. 2 - 4 years after high school.

SCIENCE: IF YOU ARE INTERESTED IN BIOLOGY, CHEMISTRY, PHYSICS (cont'd)

b. PRACTICAL NURSE performs many of the technical aspects of nursing care under the direction of the Registered Nurse.

Q. Common sense, patience, and the ability to get along with people and to accept responsibility.

T. 1 year after high school.

C. OPERATING ROOM TECHNICIAN participates as a member of the surgical team, prepares sterile supplies, passes instruments and assists Registered Nurses in the care of the patients.

T. 12 months paid on the job training after high school.

d. NURSE AIDE provides routine and semi-technical nursing care for patients under the direction of the Registered Nurse.

23. PHARMACIST is an expert on the preparation and use of drugs.

Q. Aptitude for science, accuracy and integrity.

T. 5 years after high school.

24. PHYSICIAN is in charge of patient care and often involved in research and teaching.

Q. Superior intellectual and emotional strength and physical stamina, self-discipline, dedication, and a deep interest in people and their problems.

T. At least 8 years after high school.

SCIENCE: IF YOU ARE INTERESTED IN BIOLOGY, CHEMISTRY, PHYSICS (cont'd)

The following are some of the specialties a physician can train in:

ANESTHESIOLOGY	Deadening of pain sensation
CARDIOLOGY	Heart
DERMATOLOGY	Skin
GASTROENTEROLOGY	Digestive organs
GENERAL SURGERY	Surgery
GYNECOLOGY OBSTETRICS	Women's diseases/childbirth
HEMATOLOGY	Blood
INTERNAL MEDICINE	Adult Medicine
NEUROLOGY	Brain and nervouse system
NEUROSURGERY	Brain surgery
OPTHALMOLOGY	Eyes
ORTHOPEDIC SURGERY	Bone surgery
OTOLARYNGOLOGY	Ear, nose and throat surgery
PATHOLOGY	Diseased tissue
PEDIATRICS	Child medicine
PEDIATRIC SURGERY	Child surgery
PLASTIC SURGERY	Reconstructive surgery
PSYCHIATRY	Mental illness
RADIOLOGY	Radiation Therapy, Diagnostic Radiology and Nuclear Medicine
UROLOGY	Urinary tract organs

25. RADIOLOGIC TECHNOLOGIST, RADIO ISOTOPE TECHNOLOGIST AND RADIATION THERAPIST - expert in taking x-rays, assisting in the treatment of patients by Radiation Therapy machines and assisting in diagnostic techniques by use of nuclear we

    Q. Friendly, sympathetic personality and accurate.

    T. 2 years after high school

26. SPEECH AND HEARING

    a. SPEECH PATHOLOGIST helps persons with speech problems to communicate as normally as possible.

        Q. Sympathetic interest in people, ability to inspire confidence, patience, and an interest in individual clinical teaching.

        T. 5 - 6 years after high school.

    b. AUDIOLOGIST is a specialist in hearing problems.

        Q. Sympathetic interest in people and in the physiology and psychology of human communication.

        T. 5 - 8 years after high school.

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EVALUATION OF PROGRAM - TUFTS GUIDANCE INSTITUTE - JULY 17-28, 1972

I. Has the Institute proved of any value to you in the following categories?

	YES	NO
A. Enhancing your knowledge of Vocational Technical Education	___	___
B. Enhancing your knowledge of Occupational Education	___	___
C. Enhancing your knowledge of placement procedures	___	___
D. Enhancing your knowledge of working with the disadvantaged	___	___
E. Enhancing your knowledge of paramedical health occupations	___	___
F. Enhancing your knowledge of the emerging occupations	___	___
G. Prepared you for leadership roles in these fields	___	___
H. Enhanced your knowledge of elementary school career education	___	___

II. Substantiate your answers in a paragraph: _____

_____

_____

_____

III. Were an Institute presented next summer in Utilization of Occupational Information and Placement on the same basis as an EPDA project:

A. How could it prove more meaningful? _____

_____

B. What suggestions do you have for its course content? _____

_____

C. Would you prefer Tufts University or another college? _____

Indicate other choice _____

IV. Your plans for implementing occupational education K-14 (as it pertains to your program) will be a part of your term paper. (attach to this evaluative process.)

V. List speakers or programs from whom you received the most help:

A. _____ D. _____

B. _____ E. _____

C. _____ F. _____

Signature _____ SCHOOL _____

Commonwealth of Massachusetts

Department of Education

This is to certify that

_____

has successfully completed a workshop course on the administration of

The General Aptitude Test Battery

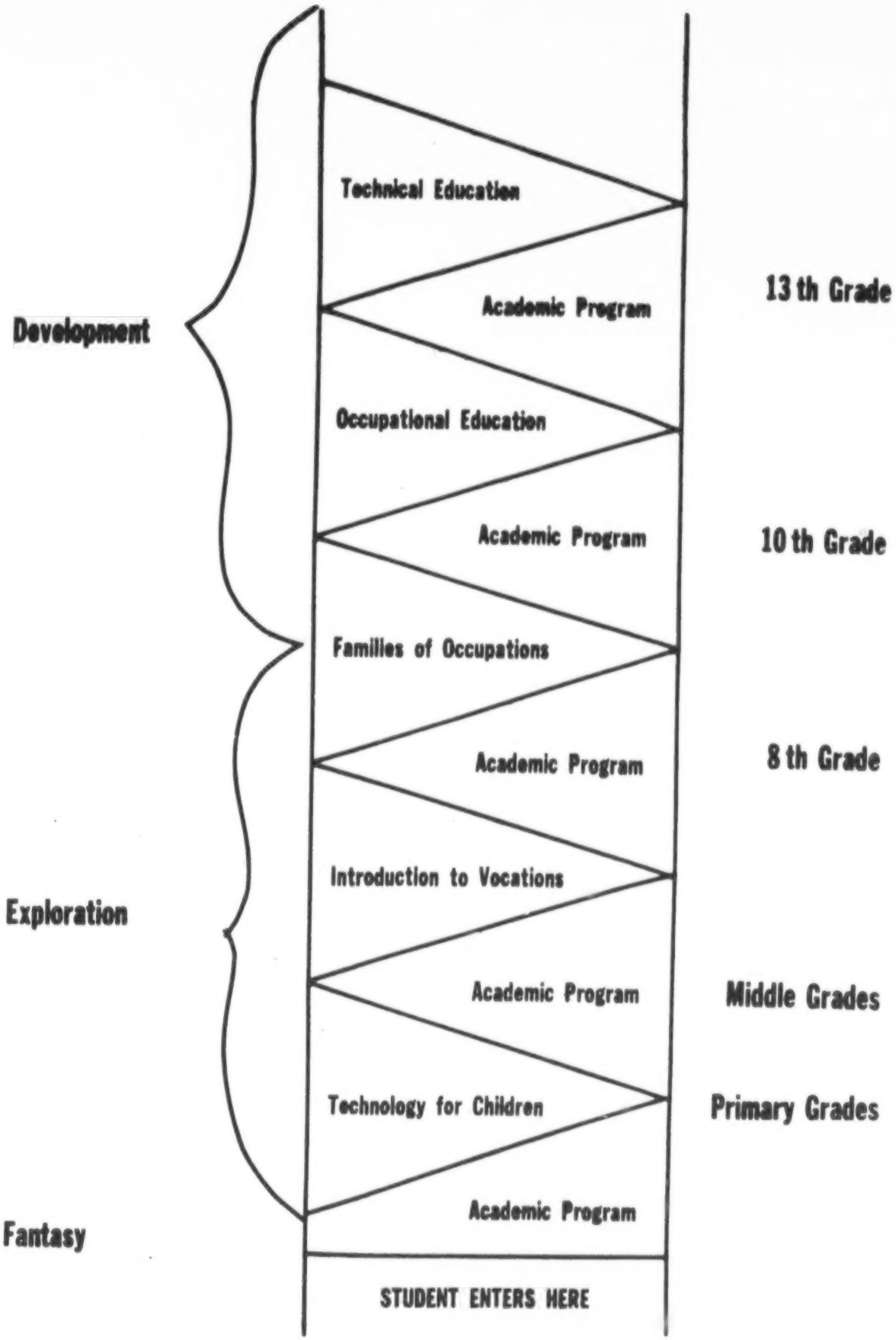
Given at

TUFTS UNIVERSITY

Neil V. Sullivan

Commissioner of Education

Director, Division of Employment Security


Technical Education
Academic Program
13 th Grade
Development
Occupational Education
Academic Program
10 th Grade
Families of Occupations
Academic Program
8 th Grade
Introduction to Vocations
Exploration
Academic Program
Middle Grades
Technology for Children
Primary Grades
Academic Program
Fantasy
STUDENT ENTERS HERE

TUFTS SUMMER GUIDANCE INSTITUTE

ON

THE UTILIZATION OF OCCUPATIONAL EDUCATION AND PLACEMENT
ED 242

at

TUFTS UNIVERSITY

JULY 17 - 28, 1972

PRESENTED UNDER CONTRACT WITH THE

MASSACHUSETTS DEPARTMENT OF EDUCATION

and

THE UNITED STATES OFFICE OF EDUCATION

EDUCATION PROFESSIONS DEVELOPMENT ACT

PART F, SECTION 553, P.L. 90-35

INSTITUTE DIRECTOR: DR. DANIEL W. MARSHALL
PROFESSOR OF EDUCATION AND CHAIRMAN OF THE DEPARTMENT OF EDUCATION
TUFTS UNIVERSITY

INSTITUTE ASSISTANT DIRECTOR: ELIZABETH M. CURTIN
UNIVERSITY COUNSELOR, TUFTS UNIVERSITY

ACTIVITY SCHEDULE

FIRST WEEK

DATE	TIME	
Monday July 17	9:00 A.M.	Registration
	9:15 A.M.	Introduction Robert L'H Miller, Director of Tufts Summer School
	9:30 A.M.	The Objectives of the Summer Institute on the Analysis and Utilization of Occupational Information and Placement Dr. Daniel W. Marshall, Professor of Education, Tufts University
	10:00 A.M.	Career Education: What it is? How to do it? Dr. Kenneth B. Hoyt, University of Maryland Dr. Rupert N. Evans, University of Illinois Dr. Garth Mangum, University of Utah Dr. Edward F. Mackin, Olympus Research Corp.
	1:00 P.M.- 2:30 P.M.	Case Studies Dean Richard A. Kelley, College of Special Studies, Tufts University
	2:30 P.M.- 4:00 P.M.	Discussion and Evaluation Processes
Tuesday July 18	9:00 A.M.	Teaching the Disadvantaged and the Handicapped Dr. William Thomas, Bureau Chief Bureau of Special Needs
	10:30 A.M.	Vocational Maturity: Implications for Counseling Dr. Donald E. Super, Professor of Psychology and Education, Teachers College, Columbia University

ACTIVITY SCHEDULE

FIRST WEEK

DATE	TIME	
Tuesday July 18	1:00 P.M.	The World of Work: Occupations and The Work Ethic Dr. William C. Kraraceus, Chairman Department of Education, Clark University Dr. Helen J. Kenney, Associate Professor Department of Education, Clark University
	3:00 P.M.	Group Discussions
Wednesday July 19	9:00 A.M.	Bus leaves for Blue Hills Regional-Vocational Technical High School
		The Vocational Competence as well as the Occupational Competence of Youth Studying Vocational-Technical Education in Five Divisions, i.e. Technical Education - Associate Degree Granting/Trade and Industrial Education Mechanical Trade and Industrial Education Artistic/Pre-Occupational Education for the Academically, Emotionally and/or Socially Disadvantaged and Handicapped Career Education
		How Youth Arrive at Their Occupational Decisions and the Counseling Involved in a Region Comprising Eight Towns with Interaction William A. Dwyer, Superintendent-Director David Malone, Coordinator Technical School Charles Brennan, Coordinator Academic Studies Robert Nelson, Shop Coordinator Richard A. Pelosi, Vocational Counselor
		Blue Hills Regional Vocational-Technical School Staff

ACTIVITY SCHEDULE

FIRST WEEK

DATE	TIME	
Wednesday July 19	1:00 P.M.	Bus leaves for Quincy Vocational-Technical High School
		A New Approach to Vocational-Technical Education, Presenting Vocational-Technical Education in Clusters of Trades, and Vocationalism as a Liberating Element in Education. Occupational Information and the Guidance Value of Clusters of Trades. ESCO. Developing Behavioral Objectives
		Maurice J. Daly, Assistant Superintendent Richard Haines, Director of Guidance, Quincy Vocational-Technical School
Thursday July 20	9:00 A.M.	Bus leaves for Children's Hospital Medical Center, Boston
	10:00 A.M.	Paramedical and Other Occupations in Hospital Work
		George Lund, Director of Personnel
	11:00 A.M.	Viewing Various Occupational Procedures
	12:00 NOON	Lunch
	1:30 P.M.	Dimock Community Health Center, Roxbury
		Education in the Paramedical Fields
		John D. O'Bryant, Director Joel Hurwitz, Assistant Ethelyn Morris, Assistant
Friday July 21	9:00 A.M.	The Use of Microfiche in Disseminating Occupational Information
		Dr. Burleigh Wellington, Professor of Education, Tufts University
	10:00 A.M.	Group Discussions of Week's Activities
		Dr. Daniel Marshall Miss Elizabeth Curtin Mr. John P. Morine

ACTIVITY SCHEDULE

FIRST WEEK

DATE	TIME	
Friday July 21 (cont.)	1:00 P.M. - 2:00 P.M.	Continuing Group Discussions

SECOND WEEK

Monday July 24	9:00 A.M.	Special Project With 6th-9th Graders to Interpret Career Objectives Dr. Robert O'Hara, Professor of Education Southeastern Massachusetts University
	10:00 A.M.	Career Decision Making in the 70's Dr. David V. Tiedeman Director, Project Talents American Institute for Research Palo Alto, California
	1:00 P.M.	Vocational Opportunities for Women Dr. Mary T. Howard Director of the Counseling Center Federal City College Washington, D. C.
	3:00 P.M.	Group Discussions
Tuesday July 25	9:00 A.M.- 10:30 A.M.	Opportunities for the Use of GATB in Placement and NATB for Use with Spanish Speaking People Elizabeth M. Francis, Supervisor of Testing Services Division, Massachusetts Division of Employment Security
	10:30 A.M.= 12:00	A special group will be formed for those participants interested in certification in the GATB, as well as those attending for the interpretation training.

ACTIVITY SCHEDULE

SECOND WEEK

DATE	TIME	
Tuesday July 25 (cont.)	1:00 P.M.	Current Trends in Career Education Mrs. Doris Clark, Junior High Counselor Concord-Carlisle High School Mrs. Constance Hadley, Junior High Counselor, Masconomet Regional High Sch. Mr. Michael Doherty, Vocational Counselor Worcester Boys Trade High School Commander John McTammany, USN Chairman of Naval Science Tufts University
Wednesday July 26	9:00 A.M.	Occupational Oriented Home Economics Mrs. H. Jean Marks, Senior Supervisor Home Economics and Consumer Education
	10:00 A.M.	The Use and Misuse of Occupational Education Dr. Robert Hoppock, Professor of Education New York University
	1:00 P.M. 3:00 P.M.	The Value of Vocational-Technical Education Paul Royte, Director of Pupil Personnel Services, Nashoba Valley Regional High School, Westwood Three Students Assisting
Thursday July 27	8:00 A.M.	Bus leaves for Worcester Boys' and Girls' Trade Schools and the Worcester Industrial Technical Institute

ACTIVITY SCHEDULE

SECOND WEEK

DATE	TIME	
Thursday July 27 (cont.)	9:00 A.M. - 12:00	The Trade, Paramedical, and Technical Post Graduate Student in Training and Re-training Situations and the Occupational Choices of Post Graduate Students with Certain Core Curricula Robert Butler, Administrator Worcester Trade and Technical Schools Julia Salmon, Director Worcester Girls' Trade High School John J. Dwyer, Director Worcester Boys' Trade High School Oscar Maynard, Director Worcester Industrial Technical Institute
	12:30 P.M.	Lunch at Worcester Polytechnical Institute with participants of a Science Grant Program
	3:00 P.M. - 5:00 P.M.	Norton Company, Worcester Manufacturer of Abrasives The Trade and Technical School Graduate at Work and Occupations for Disadvantaged and Handicapped Peter Marshall, Personnel Manager At the Morgan Construction Company, Worcester Heavy Construction Equipment Occupations in the Skilled Trades: Training and Retraining
Friday July 28	9:00 A.M.	Evaluative Criteria for Institute Richard Oakes How to prepare innovative programs in Vocational guidance for funding under P.L. 90-576
	10:00 A.M.	Theories of Career Development Dr. Samuel H. Osipow, Professor College of Social and Behavioral Sciences Ohio State University

ACTIVITY SCHEDULE

SECOND WEEK

DATE	TIME	
Friday July 28 (cont.)	1:00 P.M.- 3:00 P.M.	Three discussion groups with appointed leaders and recorders to summarize the Institute, Presentation of conclusions and opinions by Recorders. Final Summation: Dr. Daniel W. Marshall Professor of Education Tufts University John P. Morine, Senior Supervisor Occupational Information and Vocational Guidance Division of Occupational Education Massachusetts Department of Education Miss Elizabeth Curtin University Counselor Tufts University

Text

Career Education; What it is and how to do it. by Hoyt, Kenneth B., Evans, Rupert N., Mackin, Edward F., and Mangum, Garth L. Olympus Publishing Company, Salt Lake City, Utah, 1972

Reference books by all speakers at Tufts Library Special Section for Institute and available at class including the following:

Taxonomy of Educational Objectives I by Bloom, Benjamin S., Editor David McKay Company, Inc., N.Y., 1956

Taxonomy of Educational Objectives II by Krathwohl, David R., etal David McKay Company, Inc., N.Y., 1964

Theories of Career Development by Osipow, Samuel H. Appleton-Century-Crafts, N.Y., 196

World of Work Series, Filmstrips, Donald E. Super - Set I

World of Work Series, Filmstrips, Donald E. Super - Set II